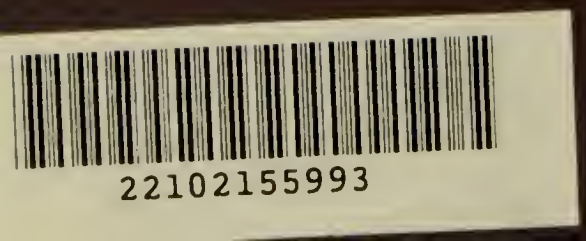
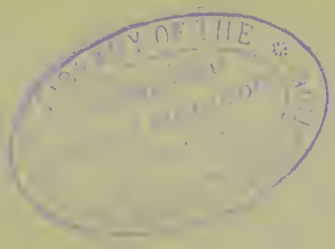
A TREATISE ON STAMMERING

BY

W. A. YEARSLEY


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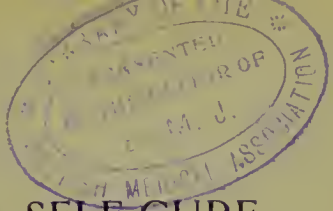
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MR. WALTER A. YEARSLEY.

Originator of the Auto-Phonic Method for the cure of Speech defects, and Principal and Founder of the Auto-Phonic Academy and School for Stammerers, Accrington.



A PRACTICAL SELF-CURE

. . OF . .

STAMMERING AND STUTTERING

BY

WALTER A. YEARSLEY.

(A severe Stammerer for over 20 years).

GRADUATE OF ALL THE MOST SUCCESSFUL SCHOOLS IN THE WORLD FOR THE CURE OF SPEECH DEFECTS.

AWARDED GOLD MEDAL BY THE DARWEN EDUCATION COMMITTEE.

ORIGINATOR OF THE AUTO-PHONIC METHOD.

DEMONSTRATOR OF METHOD BEFORE THE BRITISH MEDICAL ASSOCIATION, AND HIGHLY COMMENDED.

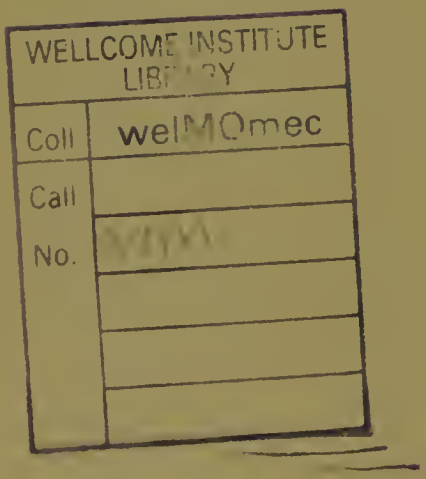
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PREFACE.

This book is written in response to the persuasion of a large number of stammerers, not only in the United Kingdom, but in all parts of the world ; who, finding it impossible through business and financial circumstances to sacrifice the time and expense by coming to my Academy for institutional treatment, have appealed to me for a written syllabus of my method, by the practice of which they could alleviate their mental embarrassment and distress, and eradicate the causes of the terrible physical contortions so evidently manifested in the mildest form of stammering.

In the undertaking of this work, I shall not attempt to aspire to any literary excellence, nor dictate my opinions in any superfluous or scientific language, but to simply express myself in a manner that may be readily understood by all those whose ambition is to become totally freed from their distressing infirmity, and to possess the inestimable privilege of an unfettered speech.

There are in Great Britain alone, no less than 250,000 stammerers, and ever since my establishment as a speech specialist, I have recognised how

impossible it is to come in personal contact, by institutional treatment, with more than the fringe of this vast army of co-sufferers. Appeals for tuition by correspondence have come to me by thousands. Indeed, almost every day of the week I receive several letters, expressing the impossibility of the writers to go to the expense of personal instruction. And, while I must confess that no written instructions can take the place of institutional treatment, I feel convinced that if the pupil will carry out to the letter my method as detailed herein, and conscientiously practise the regime laid down, good results are certain to follow, and in a large number of cases, a permanent cure will result.

No one knows the imperfections of book-teaching in regard to a cure for stammering, better than I do ; but I must remind the reader that much depends upon who has written the advice, and that however inadequate the learning to be derived from printed matter, if penned by a specialist of superior qualifications and experience, it is of more value to the stammerer than the personal tuition of a "quack." I know dozens of different literary works on "stammering treatments," and I know scores of specialists, (some self-styled), who have devoted much of their time to the treatment of this affliction, (both by personal and correspondence tuition), yet in only three cases, to my knowledge, have the authors had any practical experience with the affliction.

These three specialists, (one in England, lately deceased, the other two in America), each of whom has made a reputation unapproached by any of their self-dubbed rivals in practice, were stammerers of over twenty years' experience, and have had more cases under their personal tuition than any ten "stutter doctors" that ever existed.

When I say practical experience, I mean that greatest of all qualifications—a life-long suffering with this galling affliction. No one understands the stammerer better than one who has likewise gone through the same hard school of suffering. Every stammerer knows this; he recognises that this experience carries with it the best possible diploma, and one better than any so-called specialist can ever hope to win. Therefore the victim of a fettered speech, very rightly places himself under a reliable specialist who has experienced this suffering, and feels satisfied that whether his tuition is personal or written, he is getting the best advice procurable.

The very fact that this infirmity has baffled scientists, physicians, and philosophers since the dawn of the Christian era, and has been treated with exceptional success only by those who have been victims to the affliction, is sufficient to shew the value of such a qualification. But this is not all. The information that I am enabled to give, is not gained only from a twenty years' experience as a

severe stammerer. For fourteen years of this period, I was almost continually under various methods of treatment in all the most successful institutions of the world ; and in no less than four different countries. Therefore, I am in the unique position of possessing knowledge of the world's best methods for the eradication of speech defects. Not only this, but during my career as a speech specialist, I have had opportunities and privileges in the treating and the diagnosing of cases of stammering and stuttering, in such numbers, and under conditions never before attempted in the United Kingdom, that I do not fear the criticism of anyone.

This combined experience is of incalculable value, as it enables me, not only to disprove the theories of inexperienced tutors who have written on the subject, but to give facts hitherto unobtainable. In conclusion, I trust that my efforts to relieve suffering humanity of this distressing affliction, will, by the aid of this book, be equally as successful as my school-teaching and class work, and that my pupils will do all in their power to bring success to themselves, and thus assist my endeavours to justify the establishment of a means by which the stammerer may not only be relieved, but permanently benefited and cured, at a minimum loss of time and expense.

INTRODUCTION.

Attention has been given to the cause and cure of stammering, ever since the time when Demosthenes with his pebbles overcame his impediment, and became the foremost orator of the day. His cure was a self-cure.

The means he employed were of an elocutionary and disciplinary character, coupled with the nostrum of a pebble in the mouth during the practice of the exercises he so patiently persevered with. That he was a stammerer of a very severe type, there appears to be not the slightest shadow of a doubt; but no authority on the subject will concede that anything but elocutionary methods, and the dogged determination of the man to conquer his infirmity, were responsible for the cure. Yet many writers claim that the cure was mainly effected by the aid of those pebbles, which have become almost as historical as the man himself.

Hervez de Chegouin, a well-known authority on speech defects, while not disputing the methods

adopted by the famous Greek, very wisely says, "We have been told of Demosthenes and his pebbles, but by some fatality, pebbles do not cure stammering now-a-days." Certainly his methods were more practical and more closely allied to ours of to-day, than those which were practised even as late as the early part of the 19th century. But these elocutionary methods, despite the success of Demosthenes, were not persevered with; for we read that for several centuries in the middle ages, the most cruel and barbarous practices were perpetrated, in order to experiment on the poor stammerers. That very little enlightment had been gathered on the subject, even up to the middle of the 19th century, may be gathered from the fact that Dr. Diffenbach, in 1841, introduced a surgical operation on the tongue, which was freely practised by Drs. Yearsley and Braid. Indeed, this became a popular method for many years. Many of the patients lost their lives altogether, but there is no record of any cures being effected. The late Canon Kingsley, who was a confirmed stammerer, and afterwards a celebrated authority on the defect, relates in Fraser's Magazine, July, 1859, how Braid scrambled with Yearsley and Diffenbach for the honour of this surgical discovery.

At the time of this blood-letting, certain elocutionary exercises were again practised and became popular. Mr. Hunt, of England, and Dr. Klenke, of Hanover, both adopted this method with

a fair amount of success ; and it is probably due to their investigations and common-sense ideas that we have established our present day scientific and educational systems. Despite the investigations of Klenke and Hunt, their methods did not reach the high standard of success, and effect the rapid cures of the present up-to-date treatment. Indeed, it would appear that only in recent years has any real progress been made in establishing a reliable method of tuition, by means of which the stammerer is practically certain of effecting his cure, if he faithfully practises the regime adopted.

Certainly, as far as England is concerned, more progress has been made during the last three years towards eradicating this infirmity from our midst than at any previous time. Three years ago, nothing was attempted in the way of remedial classes for stammering school children. To-day there are very few Education Committees in the large centres who have not a specially trained teacher capable of training and exercising a class of stammerers in the most modern methods of the day.

I do not anticipate that by the assistance of these trained teachers and periodical formation of stammering classes in the elementary schools, stammering will eventually become exterminated. There will always be abundance of work for the specialist. Stammering may develop after a child

leaves school, or through inadequate training and tuition. A large number of these stammering school children under treatment will relapse, and become worse as they grow older. These trained teachers are not specialists. Their duty is simply to exercise a class of stammerers through a series of exercises, which, if carried out to the letter, are certain to effect good results. Unfortunately, the home influences of the children, in many cases, may counteract the school training. Nevertheless, the introduction of this work in the public schools is certain to bear fruit, and the efforts of the writer in assisting to establish this national necessity, will not go unrewarded.

THE AUTHOR'S EXPERIENCES.

"Come, I will show thee an affliction unnumbered among the world's sorrows."—M. F. TUPPER.

From my earliest recollections, up to the age of thirty, I cannot remember a period when I was not painfully conscious of that despotic affliction which had retarded my progress, and destroyed all ambition of ever attaining to any responsible position in life, and made me an object of jest and ridicule for inhuman and unsympathetic scoffers.

During my earliest years, my father laboured unceasingly to eliminate the pernicious habit by getting me to recite poetry, etc., but it was of no avail.

When I began to attend school, I remember him telling my teacher not to scold or punish me for my stammering, because, said he, "I have been afflicted myself, and know that the poor lad cannot help it."

As I grew older my infirmity seemed to sink its claws deeper into me, and during the whole of my school life I was subjected to the taunts and

ridicule of the whole school. That made me more sensitive to my affliction, and added more horrors to my already long suffering torture. The time had now arrived when I had to make myself useful, and fight my own battles in the world. What must I do ? A stammerer, scarcely able to articulate my own name distinctly. Could I ever hope to battle successfully against others gifted with fluency of speech ? What profession must I follow ? And would any employer engage me if he knew how my impediment made me the laughing stock of all with whom I conversed ? These and many other difficult problems filled and depressed my mind, and seemed to point to my future career as a hopeless failure.

Happily, my father was at that time in business, and I decided to remain with him and learn his profession. I should at least have his help and sympathy, and should not be bound down to any master, who might, by cruel impatience, add more sorrows to my already bitter cup.

I soon realised that the embarrassing sensation of having to converse with clients was more than I could bear ; and in spite of my father's strenuous efforts, my impediment rapidly became worse. In my efforts to speak, I would stand transfixed, unable to utter a word. My tongue clenched between my teeth, and my fingers clutching at the flesh, trying as it were, to squeeze the very words from my

impotent lips. I was treated at considerable expense by several of the best specialists on speech defects in the country, and although I obtained relief for a time, the impediment soon reasserted itself. I finally found myself developing objectionable habits resulting from the pet theories and worthless methods of "Cure" which I had been advised to practise.

Having heard of several Institutions for the cure of speech impediments in Canada and the United States, and determined to succeed at all costs, I decided to visit America, and give their treatment a thorough trial. I spent upwards of six years there, and was under treatment for months together, at what are considered the most successful Institutions for the cure of speech impediments in the world. Yet in spite of their scientific teaching, and my diligent practice of their methods, I still remained a despondent and sorrowful being crushed by the burden of my infirmity.

All hope of success now seemed to be lost. I returned to England, and settled down to my fate. For several years I abandoned all hope of ever realising my fondest dreams and aspirations. The results proved disastrous, for in resigning myself to the curse of my affliction I soon discovered that my difficulty was completely mastering me, and the mental strain I was suffering, together with the consequent loss of vitality, were speedily converting me into a mental and physical wreck.

I wrote in despair to the principal of perhaps the most successful institution in the world, in which I had previously been treated for several months. In his reply, he remarked, that to offer suggestions in my case would be useless. His letter, which I have carefully preserved, goes to show how puzzling my affliction must have been, even to such a successful specialist as he undoubtedly is.

Still determined to succeed, I visited several of our largest cities and interviewed many well advertised speech specialists, who, for the most part, I am sorry to say, did not themselves know even the most common-sense principles of speech. By ingenious methods of advertising, these self-styled specialists manage to make a good living out of their shady practices, and many a good teacher's reputation must suffer on account of these imposters. Two of the men whom I interviewed were professional hypnotists, and guaranteed to cure me by this method. Another possessed a mechanical device, and explained that so long as I wore it over my mouth it would be an impossibility for me to stammer.

The last specialist I consulted (whom I have since discovered to be a travelling "professor,") laid a fee agreement before me to sign, for a sum of twenty-five pounds, payable after my first lesson. This man had practically no qualifications whatever to teach on the subject, having in his possession a

Treatise on Stammering by another specialist in speech defects, and endeavouring to treat cases by referring to the rules laid down by the author. Needless to say, I had travelled too much, and searched too deeply into this important matter, to allow myself to be victimised and defrauded by such a disreputable quack.

In spite of these repeated failures, I felt convinced that there must be a cure for this depressing malady. If I could only find the missing link, and connect it with the knowledge I had gained in the best schools of the world, my success would be assured.

I know that "shallow critics" who have never stammered, will accuse me of dilating superfluously on the pain and extent of my experience and suffering. They will no doubt express their opinion that I have purposely overdrawn the picture of my distress, in order to suggest that stammerers in general are the victims of painful suffering, and outrageous ridicule. Let me here say, that I almost daily receive letters from stammerers, that would bring tears to the eyes of the most callous critic.

I could mention several authorities on stammering, who have themselves suffered with the infirmity, in relating their experiences, who have expressed themselves in practically similar language.

As for myself, if I have repeated the sentiments of another author on the subject, it is because I have suffered as he has done, and cannot find other words sufficiently adequate to express my experience. I feel as he feels ; I speak as he speaks. However, one has only to read Martin Tupper's appropriate lines on a " Stammerer's Affliction " and " Complaint," to glean the sentiments of the average stammerer. Martin Tupper himself was afflicted with the infirmity, therefore his words are well worth confirming.

After diligent study and research, my efforts were crowned with wonderful success. In the remarkably short period of two weeks, I had eradicated every trace of my impediment. The news of my cure quickly spread, and medical men, School Board officials, and business men of high standing who knew how severely I had been afflicted, showered upon me their congratulations. A well-known specialist, who has practised for twenty-five years in the treatment of speech defects, immediately acknowledged my abilities by offering me a partnership in his business.

Needless to say, my help and advice was requisitioned by a large number of unfortunate persons who were afflicted as I had been, and my success in relieving them of their infirmity was soon recognised by public men of prominence, who urged upon me to open an institution where I could extend

to this class of victims, a new life crowned with the inestimable privilege and enjoyment of unfettered speech. My fame quickly spread, and success far exceeded my fondest expectations, for within a few months so much confidence was reposed in me that the Accrington Education Committee passed a resolution to arrange with me for the treatment of stammering children in the schools of the Borough. This experiment proved a great success, culminating in my special appointment by the sanction of the Board of Education, to undertake the treatment of all the stammering children in Blackburn, Darwen, Radcliffe, Bury, and other towns. A gold medal was awarded me for the excellency of my methods.

It is with the aim of devoting the whole of my future life to the treatment of sorrowful stammerers that I have founded my own institution, where pupils can be under my personal care and instruction until they are permanently cured of their impediment; and hope by continued success to relieve a large number of suffering humanity from these distressing speech impediments.

Faithfully yours,

WALTER A. YEARSLEY.

A COMMON-SENSE DIAGNOSIS OF STAMMERING AND STUTTERING.

There has been great diversity of opinion among authorities and experts on speech defects, as to whether stammering and stuttering should be classified as separate and distinctive forms of speech impediments. Indeed, almost every form of speech impediment has at some time or other been designated under these two classifications, as though the terms used were synonymous. And though we frequently find both complaints to be met with in the same individual, or at least resemblances of them, we find that each represents two distinctive forms of defective utterance.

Certainly they differentiate in their phenomena, and therefore it may be reasonably surmised that the causes accompanying these two forms of speech impediments are of a distinctive character. In a general sense the term "stammering" is employed to designate all forms of speech-hesitancy where no organic malformation is responsible for a defect in the articulation. However, in the diagnosis of the last 1,000 cases of stammering and stuttering which I have had under my personal observation, I am enabled to draw a comparison, and to form a distinctive definition of each deficiency.

The stammerer rarely exhibits any pronounced spasmodic or convulsive action of his vocal and articulating apparatus. He may distend his lips, roll his eyes, or distort his features almost beyond recognition in his vain attempts to give utterance to his thoughts. But these contortions are slowly drawn and are mild in comparison with the spasmodic and hurricane manner which attends the physical efforts of the stutterer.

We may reasonably classify this type of speech hesitation as strictly a mental one. I do not mean to imply that persons thus afflicted have a general derangement of their mental faculties; indeed, such persons may be intelligent to a very high degree, but they do not possess a sufficient degree of mental activity to put the motive power in connection with speech into operation, especially when other conditions arise to further disturb their mental emotions. To sum up, there is a lack of co-ordination between mental and motive power, and the defect is caused, through inability, during articulation under embarrasing and exciting circumstances, to control the regular performance of the organism, owing to the mind's dictation having become temporarily crippled and confused. With the vocal and articulating organs being perfect, how else can we diagnose the difficulty?

Stuttering, on the other hand, is a vicious attempt at utterance, accompanied by a spasmodic

action of not only the organs of speech, but frequently the whole body being violently convulsed and contorted.

The stutterer rarely hesitates through inability to produce articulate sound. He generally begins the sentence with a painful and rapid repetition of the initial syllable. The facial muscles become agitated and contorted, his respiration is spasmodic and abnormal, and the internal effort to connect his syllables into words, is indicated by violent and excited physical movements. Usually in his agitation, he slaps, kicks, or pinches himself, stamps his feet, bites his lips or tongue, altogether exhibiting signs that his difficulty is aggravated or caused by lack of nervous control.

Indeed, from my observation of this form of speech defect, I have no hesitation in saying that stuttering is largely to be found in persons of a highly sensitive and nervous temperament. We must, therefore, classify these as the nervous cases, whose difficulties are made more pronounced by lack of the mind's control over the respiratory and articulating functions.

I find that the same causes which have produced stammering in one person have induced another to stutter, therefore in this connection we may assume that whatever the outward manifestations of

stammering and stuttering are, they are solely indicative of the temperament and natural disposition of the sufferer.

In view of these facts, it may be argued, why make this distinctive classification between these two forms of speech impediments ? We find that there are almost as many forms of stammering as there are types of men, and that very rarely we meet two stutterers whose outward peculiarities are identical, for although in the comparison of these two defects the outward manifestations are so dissimilar, the fact remains, that what causes stammering in one individual will produce stuttering in another. Can it be, that the nervous temperament of the stutterer is responsible for the facial and physical contortions which are peculiar only to this class of unfortunates, and that the characteristics which distinguish the stammerer are solely another effect of the same disorder upon a different individual ? If so, individuality alone is responsible for this distinctive element in the classification of speech impediments, and the prevailing symptoms are simply a reflection of the natural idiosyncrasies of the afflicted one.

These speech imperfections are all more or less accompanied by a faulty respiration. Some authors say that these respiratory troubles are the cause of the defects, and that stammerers and stutterers are generally persons of a very feeble and

limited respiratory range. Such authorities have either not suffered from any of these speech defects, or their powers of investigation on the subject have been as deficient in thoroughness as their conclusions have been lacking in reliability. If they have not suffered themselves, their opinions are pardonable, for there is more beyond the outward manifestations of stammering and stuttering than they are capable of referring to. It is this mysterious beyond (the unseen of stammering) where the root of the whole evil flourishes, and where none but the sufferers can point to.

These defects are not strictly caused by a faulty respiration, neither are stammerers and stutterers generally weak in these organs. My experience disproves all such theories. I may add that in the several thousand cases of speech defects which have come under my notice, I have never met one consumptive. Stammerers are not generally nervous. Their speech defect causes them to be nervous when stammering, but they are not so under any other circumstances or conditions. Likewise, they are not habitually bad breathers, only when stammering. This is an effect of stammering. Their embarrassment and loss of control over the vocal apparatus confuses them so much that for the moment they become so agitated and scant of breath that their vocal difficulty is intensely aggravated. Their stammering commences previously to their breath becoming deranged.

The whole situation is one of inability to control the breath and articulation when the mind is in an abnormally emotional condition. Persons of fluent speech would experience a similar difficulty. I am well aware that the treatment for stammering would not cure stuttering, and that in view of this fact, there would appear to be very little in common between these two impediments. But it has been over and over again demonstrated that "What is one man's meat is another man's poison," and in this connection we are again cognisant of the fact that much depends upon individuality.

For instance, a fright may be held to be responsible for stammering in one person, and the same disturbance hasten stuttering in another. Again, a chill will sometimes strike a patient down with a severe attack of pneumonia, while in another person of a totally different temperament, a malignant fever, or perhaps only a slight indisposition would be the result, each requiring separate and distinct forms of treatment. The condition of the mind and body is alone responsible for the "ills that flesh is heir to," and whether the sufferer has a natural tendency to contract a defect, whether it is a disease, or stammering or stuttering, his disposition will certainly be the main factor in the accompanying characteristics of the disorder.

OFFICIAL STATISTICS.

The information gleaned for statistical purposes has not, in the past, been of such a reliable character as to justify it being called either authentic or even a fair estimate of the prevalency and general characteristics of stammering and stuttering. Dr. E. B. Shuldham, in his book "Stammering, its Treatment," gives some information gathered by Dr. Coén in his treatment of a hundred cases of speech defects. Dr. Coén's experience could not have been a very extensive one in the treatment of this affliction, otherwise he would have given us a larger number to form a more reliable data from; and therefore in view of the fact that there are specialists and investigators of the present day who have more stammerers under their observation in one year than Dr. Coén probably had in all his career, the figures and remarks relating to his hundred cases, can scarcely be held as satisfactory.

I shall not, however, depend upon what other specialists have "unearthed" on the subject, but feeling satisfied that no one, at least in the United

Kingdom, has any better information to offer, I shall confine myself to my own investigations. At least, I know that no other investigator in this country has had the opportunity of getting such reliable information as that which I am about to offer; and as the figures given are strictly official, and relate only to my work under special appointments as Speech Specialist to various Borough Municipal Education Committees, (and not to my private practice), they form, as far as they go, a very reliable data. The following information is gathered from a careful investigation of the number of stammerers amongst the children on the school registers in the following Lancashire towns:—

	Children.	Stammerers.
Accrington ..	7,000	44
Blackburn ..	21,000	110
Bury	10,000	52
Darwen	7,000	49
Radcliffe	5,000	34

Thus out of 50,000 school children, we have 289 afflicted with stammering or stuttering, a ratio of 5·78 per thousand. This proportion is alarmingly in excess of the ratio given by other authorities; but their's have been purely estimates. The figures I give are confirmed by the Medical Officers of Health, and Directors of Education of the towns that I have referred to. Male stammerers average three to one in excess of females.

With regard to the prevalency of speech defects, I have further figures relating to the existence of the infirmity in the schools of Blackburn, Burnley, Blackpool, Manchester, and other towns, which, if correct, would raise the proportion to well over six per thousand; but as I have not yet had these children under my personal observation, I have not included them in my table.

PERSONAL OBSERVANCES AND STATISTICS.

From the diagnosis of 1,000 adult cases which I have had under my personal tuition, it has not been a very difficult matter to get some fairly reliable information on the subject.

Of these 1,000 cases, no less than 692 commenced to stammer between the ages of 4 and 6 years; 262 between the age of 6 and 7, and 46 after reaching the age of 7. In the face of this information, I am more firmly convinced than ever that stammering is not caused to any serious extent through heredity. Again, it would seem that if heredity were taken into account, the sufferer would be more likely to acquire the defect during his earlier years, and at the commencement of his oratorical delivery.

When it is taken into consideration that out of 1,000 cases, only 372 could trace stammering in all of the various branches of their families, and that in the remaining 628 cases, there was not the slightest suspicion of hereditary tendencies, it may safely be said, that the latter element, although a dangerous agent in many ways, is not a strictly responsible causation.

It may be mentioned that 36 per cent. of this number were females ; and while I am satisfied that this is a fair proportion of female stammering in general, I can give no reason, except the generally accepted version of the natural superior vocabulary gift that woman possesses over the male sex, to account for the fact !

I may add that a large number of my pupils attribute their stammering to diseases and fright. Still, in spite of this proffered information, I am satisfied that there has existed in all stammerers a disposition favourable to the acquirement of it, and that however much the defect has been hastened to its maturity by imitation, disease, or other supposed causes, it would eventually have asserted itself without the assistance of these exciting influences.

Theories as to these causes being responsible for this affliction, I entirely ignore. These notions have all along been mere supposition and imagination, and I am surprised that authorities who have professed to probe into the matter should still stick to such a fallacy.

I know that disease will ripen any other weakness that may exist in an individual ; but the fact remains, that first of all, the weakness was there, or it would not have developed. One thing is certain, that adults do not acquire permanent stammering no matter what diseases, shocks, or any other punishment they have suffered. When we take into

consideration the fact, that, irrespective of disease, mimicry, shock, heredity, or any other supposed cause, that stammering commences, in 99 cases out of every 100, when the child is between five and seven years of age, just at the time when its natural grace in expressing itself is at its prettiest, there can be no wonder that many parents and investigators are confused as to the cause of this sudden transition.

It has not been the experience of any other writer in England on the subject, to have the opportunity of carefully diagnosing and having under treatment and observation, thousands of cases; and therefore, very little reliable information has hitherto been gained on what is the real cause of stammering, stuttering, and other forms of speech impediments. Let me at once and for all time say, that neither of these defects are caused by malformation or any organic deformity. In the many thousands of cases that I have had under treatment, in all of which I have made a careful diagnosis, I have not come across a single instance, where the defect has been caused by an abnormally large or undeveloped organism. True I have found in some cases cleft palate, elongation of the uvula, irregular teeth, hare lip, etc., but these defects may be found in persons of fluent speech, and are in no wise responsible for the functional disorders attending the efforts to articulate, as manifested in stammering and stuttering.

OFFICIAL REPORTS ON THE RESULTS OF TREATMENT.

"HEALTH OFFICE,
DARWEN,
August 6th, 1907.

To the Chairman and Members of the Education Committee.

GENTLEMEN,

"I have the honour to present to you my REPORT ON THE STAMMERING CLASS conducted by Mr. W. A. Yearsley, during the six weeks ending July 5th, 1907.

I am, Gentlemen.

Your obedient Servant,

F. G. HAWORTH,

Medical Officer of Health, and Medical Officer to the Education Committee, Darwen.

"Stammering is the generic term for all forms of speech defect, and is commonly used synonymous with stuttering. In the course of my examination and enquiry of a large number of children forming a special class under the tuition of Mr. W. A. Yearsley, I have come to agree with him, that it is important

and necessary to classify the sufferers into two forms, the (1) stammerers, and the (2) stutterers, as each one represents a distinct form of defective utterance.

"I am indebted to Mr. Yearsley for much valuable assistance in putting before you the proper significance of these particular defects, and also for much information in regard to the children, in following up the progress during the course of the session.

"In the class under consideration, which numbered 38 males and 7 females, making a total of 45, in 22.2% the *cause was heredity, from association and mimicry 53.3%, from nervousness 13.3%, from illness 4.4%, fright or shock 4.4%, and in which the cause was unknown, 4.4%.

"Mr. Yearsley brings about his results, and, so far as I have seen, most perfect results, by devoting four hours a day, and six days a week for six weeks.

"Thirty minutes morning and afternoon, are taken up with

BREATHING EXERCISES.

"This is to ensure a correct method of management of the breath in speaking. These respiratory exercises are divided into chest, diaphragmatic, and abdominal

** The various causes of the defect as detailed in Dr. Haworth's report, cannot be called strictly reliable. This information was gathered from the children during their course of treatment. They gave the opinion of their parents, who perhaps in most cases, were incapable of giving the correct causation.*

breathing, thus helping to bring out and strengthen the various muscles concerned in the operation, as well as to obtain a better control over them.

"The pupils are next drilled for two hours and-a-half a day in a course of vocal gymnastics, first by articulating the vowels on a natural tone, then by exercising the vocal organs on an explosive utterance. They are afterwards drilled in the rising and falling inflection of each vowel sound, by commencing the sound with an effusive utterance, rising to the full pitch of the voice, then by beginning with explosive force, and gradually sinking to a low tone again.

"Each vowel is then separately articulated on a prolonged natural tone, the idea being to cultivate the economical expenditure of breath during articulation.

"Some of the pupils can, after a course of training, keep up a firm volume of sound on any of the vowels, for a period of thirty to forty seconds on one inhalation.

"For another thirty minutes, morning and afternoon, the class is instructed in a combination of

VOCAL, BREATHING, AND PHYSICAL EXERCISES,

to enable the pupil to observe strict uniformity in respiration, and to follow the elocutionary exercises with rhythmical precision.

"The dumb-bells—which are manipulated during articulation at eighty movements to the minute—are destined to improve the physique, and to build up the necessary motive power, or physical energy, necessary to effect a cure.

"The mental activity is awakened to the necessity of co-ordinate action between the respiratory, vocal, and physical efforts, so that perfect harmony reigns, instead of the discordant and ungainly mannerisms, which previously prevailed.

"The improvement obtained as the course advances, is a very marked one, the rythmical movements begun with the dumb-bells, showing a marked co-ordination with the vocal and breathing exercises.

"The effect of deep breathing in developing the muscles of respiration, is seen in the strong explosive effects during the vocal exercises. It sounds like the rush of a mighty wind, when the order is given by Mr. Yearsley to expire.

"The last half-hour, morning and afternoon, is devoted to reciting and reading in company. The reading is done syllabically, and in a measured utterance, syllable by syllable, by metronome measure, at the rate of eighty strokes per minute; so that the first two weeks are taken up in the re-establishment of the normal use of the organs of speech. During the next two weeks, the aim is to

encourage the application of the principles relating to these exercises, and to test the pupils in their ability to give individual demonstrations in respiration, voice production, and physical and mental tranquillity.

"A continuity of the exercises is kept up, by having a fixed time for each form of instruction, and a greater range is now allowed, by devoting more time to individual instruction. The last two weeks are taken up in the gradual perfection of the principles underlying these exercises. The pupils are trained to deliver written speeches, and to recite in a slow, measured, and deliberate manner.

"To sum up the treatment, it is in

RESPIRATION, ARTICULATION, AND TRANQUILLITY.

"The average age of both boys and girls, was 9 years. The average height and weight of the girls was somewhat greater than those of the boys. Boys $9\frac{1}{2}$ years old, should stand 4-ft. $2\frac{3}{4}$-ins., and weigh 4-st. 8-lbs., the actual height of the boys in the class was 4-ft. 2-ins., and the weight was 4-st. $3\frac{1}{4}$-lbs., so they can be taken as a fair standard of the average healthy child. Girls of the same age measure 4-ft. $2\frac{3}{4}$-ins., and weigh 4-st. 4-lbs., whereas the average height of the girls in the class was 4-ft. $3\frac{1}{4}$-ins., or rather higher than the average, and weighed 4-st. 5-lbs., being exactly one pound more than the mean, for the same age.

"The general tone of the children was good. There were two boys of a decidedly lower mental calibre, yet it was astonishing with what interest and precision these two followed the exercises; and strict disciplinarian as Mr. Yearsley is, the whole class kept up their interest to the end. In fact, the attendance all through, was almost 100%, and the children, instead of lagging, were always too early, and ever ready to begin. It cannot be called easy either for teacher or pupil; but nothing deterred them, and to keep up the continuity of the lessons, a very important thing, they had to attend six days a week.

"The respiratory range of the boys before having the lessons, was 2.12 inches, and after the course this had increased to 2.87 inches, showing an increase of 0.75 inch. The same increase in the girls was $1\frac{1}{2}$ inches, or double that of the boys, which is accounted for by the fact that in females it is essentially chest breathing, and the tendency undoubtedly is to increase in that part, whereas in boys, it would be to enlarge the abdomen. This shows the value of the gymnastic part of the course, as a great improvement in the physique took place. In every instance the pupils acquired an ease and regularity of speech; and they all lost the habit of stammering.

"Mr. Yearsley was always glad to welcome the teachers in the elementary schools, to witness his methods, and he gave the pupils reading lessons to

do at home, under the special supervision of their parents ; so there will be no excuse, if any relapse into speech defect.

I am, Gentlemen,

Your obedient Servant,

F. G. HAWORTH.

Medical Officer of Health, and Medical Officer to the Education Committee, Darwen."

PUBLIC HEALTH OFFICES.

RADCLIFFE,

30th March, 1908.

OFFICIAL REPORTS.

"I have pleasure in submitting to you my Report on the children attending the class for the RELIEF OF STAMMERING AND STUTTERING, recently conducted by Mr. Yearsley. The class consisted of 23 boys and 9 girls. These children were examined by me before the class commenced, and again at the end of six weeks, when the course of instruction terminated. At the first examination I found that of the boys, 14 suffered from stammering, 4 from stuttering, 3 from stammering and stuttering combined, and 2 from defective articulation; and of the girls 7 suffered from stammering alone, and 2 from stammering and defective articulation combined. All suffered more or less from the usual nervous disorders, such as want of confidence in speaking, improper respiration, twitching of face, limbs or body, which usually accompany these defects of speech. The

accompanying tables give the age, height, weight, normal and expanded chest measurements of each pupil at the first and second examination. The course of instruction was as detailed in Mr. Yearsley's syllabus. I was present several times during the course, and I can testify to the interest both teacher and pupils took in this work, to the close attention with which the class followed the instruction given, and the heartiness with which they carried out their exercises. At the second examination, I found a marked improvement in the ability to talk, in the physique and general tone of all members of the class. All the pupils with the exception of those suffering from defective articulation, were able to talk, read, and recite slowly, in most cases syllabically, with ease and confidence, without stammering and stuttering, or any of the nervous disorders which usually accompany these defects, and which were found more or less well marked at the first examination. There was also, as stated, a marked improvement in the physique of the members of the class; this was due to the breathing and gymnastic exercises each pupil had to undergo during the course. In the case of the boys, there was an average improvement in height of 1.5 inches, in weight of 1.1-lbs., in normal chest measurement of .7 inches, and in expanded chest measurement of .8 inches; and in the case of the girls there was an average increase in height of 1.2 inches, but a decrease in weight of .7-lbs., an average increase in normal chest measurement of

.8 inches, and of expanded chest measurement of .9 inches. The slight decrease in weight of the girls is probably due to their not being accustomed to such a prolonged course of physical exercise as that received by them during the six weeks' course of tuition.

"A pleasing feature of the second examination was the improvement in the tone and general smartness of all the pupils. The course of instruction as detailed in Mr. Yearsley's syllabus, and as carried out by him, appears to me to be based on scientific principles, and in any case a system which gives such good results as that obtained by Mr. Yearsley in six weeks, is worthy of adoption by Education Authorities. In my opinion, however, a six weeks' course can only form an introduction to, or basis for the permanent relief of stammering and stuttering children, and that unless such a course is continued, the benefits derived from such a short period of instruction, will, in the majority of children, prove to be only transitory. To effect a permanent cure, it will be necessary to include in the daily routine of school work during the whole school life of a stammering or stuttering child, such a system as that adopted by Mr. Yearsley, and that parents and guardians of such children carry out the instructions at home. The improvement in the physical condition of the individual members of the class is considerably in excess of what would have occurred in the natural course in the same time, and is therefore

of marked importance, shewing as it does, the value of breathing and gymnastic exercises. Physical drill, including breathing exercises, should, in my opinion, enter more largely into the usual course of instruction a child now undergoes, as it tends to improve the child in every way, making it stronger, healthier, and brighter."

Radcliffe Education Committee's Chairman's Report.

The Chairman reported that Mr. Yearsley gave a Demonstration of his work in connection with the above class on Saturday forenoon, the 14th inst. The members of the Education Committee were invited to attend, and a number of members were present, and witnessed the Demonstration, and expressed themselves pleased with the results obtained. Mr. Yearsley was afterwards interviewed as to the best means to be adopted for continuing the methods adopted by him, and he stated that he intended to establish a class in Accrington for the instruction of School Teachers in his methods of treatment, and suggested that the Committee should select two school teachers to be sent to the said classes, one teacher to take junior pupils, and one for senior pupils, so that his treatment could be continued.

What "The Lancet" says :—

(*See Issue, October 19th, 1907, page 1096*).

The following is extracted from a leading article of considerable length, and gives the best medical opinion on the matter.

"A special class of 38 boys and seven girls was selected from the schools of Darwen. This remedial class was placed under the tuition of an experienced teacher, Mr. W. A. Yearsley. The course was of six weeks' duration and for four hours each day. The principles adopted were those for correcting the faulty methods of respiration and vocalisation, together with prolonged and diligent practice in proper ways of breathing and speaking. But the carrying out of these principles is no easy matter, even with single tuition and undivided attention. The difficulties must be greatly multiplied in dealing with a class of 45, and it speaks well for Mr. Yearsley's discipline and power of arousing interest that he should be able to obtain good results with a large number in so short a time. The stammering habit practically disappeared in almost every case, and there was a marked improvement in the general condition of each pupil."

"The British Medical Journal."

(*Extract from a Full-Page Report, Issue November 2nd, 1907, page 1272*).

"Mr. Yearsley's treatment consists in training the pupil to cultivate a habit of calm self-possession over his nervous and physical functions. To correct his improper mode of respiration and vocalisation, it is necessary to keep the pupil systematically drilled to the strict performance of the methods employed, by a daily regime extending over a period of several weeks. A great improvement in the physique takes place, and in every instance the pupils acquire an ease and regularity of speech. The results are described as perfect."

Extract from "THE LANCET," *February 22nd*, 1908. (*Page* 606).

THE TREATMENT OF STAMMERING AT ELEMENTARY SCHOOLS.

"In our issues of Oct. 19th, and Nov. 16th, 1907, we commented on the success which has been obtained in the treatment of stammering children attending elementary schools.

Mr. Yearsley employs what he calls the 'Auto-Phonic' system; it commences with 'Breathing Exercises,' after which come 'Vocal Gymnastics,' and then a combination of vocal, breathing, and physical exercises, together with dumb-bell practice. The course of instruction lasts for about six weeks. The system has received the approval of the Education Authority in Radcliffe, Lancashire, where a class was formed of 23 boys and 9 girls, all of whom suffered from stammering, stuttering or defective articulation. Dr. D. P. M. Farquharson, the Medical Officer of Health of Radcliffe, in a report presented to the Education Authority, gave a very favourable account of the results, and eight weeks after the termination of the instruction, the Education Committee, on putting the children to practical tests, found that the improvement was well maintained."

BOROUGH OF ACCRINGTON.

Extract from Education Committee's Quarterly Report, 31st Dec., 1906.

"In October last, the Authority established a class at Hyndburn Park C. School for the treatment of stammering children attending the schools within the Borough. Mr. W. A. Yearsley, of Accrington, was appointed teacher, the course to extend over a period of six weeks. All the schools of the Borough were visited by Mr. Councillor Langham, and the Borough Treasurer, Mr. J. Beckett. The Board of Education followed the experiment with much interest, and instructed W. H. Brewer, Esq., H.M.I., and Dr. Eichholz, the Board's expert adviser on defective children, to visit the class and submit a special report. The method adopted by Mr. Yearsley proved very successful. The parents of the children forwarded a letter at the end of the course testifying to the efficiency of the cure, and thanking the Committee for the consideration they had shewn in the formation of the class."

MORAL INFLUENCES.

Whatever may be said in the praise of the physical treatment of stammering and stuttering, there is no doubt that the moral influences of the institution where the pupil is under treatment, are of paramount importance, and no method of cure can be successful unless it has embodied with it, the foremost principles which teach us how to cultivate and preserve that valuable and indispensable faculty—"*mens sana in corpore sano*"—a sane mind in a sound body.

I do not mean to imply that the stammerer is immorally inclined, and that the use of restraining remedies on the part of the teacher are necessary to check any abnormal tendencies in that direction. On the contrary, he is generally actuated by principles of honour, and has cultivated an excellency of character which would by no means place him beneath the normal condition of his more fortunate fellows.

It would be absurd to say that the strict observance of good moral maxims alone would cure these defects; but they are valuable agents, and it is impossible to exaggerate their beneficial effect,

when associated with an efficacious method of physical and functional treatment. A good method means much, but the important requisite in its application, is the practical experience and good moral influences of the instructor. He should be skilful in detecting the slightest traces of self-consciousness and inability on the part of the pupil to give verbal utterance to his thoughts, and to make him clearly understand that he can easily perceive the avoidance of any word, or the substituting of one word for another, which is a common and most dangerous practice with all who are afflicted with a speech defect.

Unless the pupil is firmly convinced, and recognises that his teacher is capable of discovering his hidden and concealed habits, he will certainly take advantage of his insufficient talent and ability, and go on cultivating his customary eccentricities to his own personal disadvantage, which will reflect no credit upon the discriminating faculty of his instructor. It is no easy matter to detect the many anomalies which are to be found in persons afflicted with this mysterious phenomena. Suffice to say, no person excepting one who has experienced a life-long suffering of this galling affliction, and who has fought heroically and triumphantly against the fetters which have bound him for so long, hand and foot as it were, in the slough of despond, and who has witnessed the determination and perseverance of hundreds of fellow sufferers in other institutions,

fighting manfully and hopefully with the aid of various methods, (some good, others worthless), can ever excel or become expert in the detection of the aggravating causes and accompanying peculiarities of the impediment, let alone counsel the necessary remedy for their eradication.

The teacher then, to be a successful one, must have had all the bitter experience of a life-long stammerer, and in addition to this, he must possess a knowledge of all systems for the eradication of speech defects. He must be able to tell at a moment's notice, from the indication of anguish on the pupil's face, just what he wants to say, to know the exact word that is causing the trouble, and to be capable of assisting the pupil to overcome the impediment in such a judicious manner, as to establish his complete confidence in the ability of his instructor. The pupil, on the other hand, must be ever ready and willing to obey the instruction of his teacher. His duty should be to assist all in his power to regain his fluency of speech. He should strive as though his whole existence depended upon the most strenuous and whole-hearted efforts that he was capable of putting forth, in order to reach the summit of his aspirations, otherwise his indifference would readily overthrow the very thing that his teacher was trying to accomplish.

There must be a unanimity of feeling between teacher and pupil. This is most important, and at

the same time, a critical point. The teacher desirous of considering the interests and welfare of his pupil, and careful lest he should offend, is liable, unless thoroughly experienced, to allow the pupil to indulge in liberties, which, if persisted in, would result in grave consequences; and should the teacher find it imperative to remonstrate, his remarks might cause a separation of friendship.

The secret of successful tuition is, to insist upon good behaviour and obedience. Be tactful, make your pupil realise that his teacher is his friend, that his faults increase your sympathy for him, and whatever remarks you have to make in correcting his deviations from your instructions, they are solely actuated for his benefit. Be kind, but firm. Once let the pupil lose confidence as to your ability in the cure of his impediment, or feel your incapacity as an instructor and disciplinarian, and you have an incurable subject; for whatever virtues a method may have, they are of little efficacy, unless the teacher be an adept in their application.

Above all, the moral character of a pupil is, as before stated, an important element. In a word, he should be temperate in all things. He should have a clear conscience, filled with good and virtuous qualities. He should avoid all excesses, whether gross or effeminate; also avoid the use of liquors and tobacco, in every form, and eschew all base perturbations of mind, and indulgences of vice that

exhaust the vitality. Truthfulness with him is like a balm for some festering wound. He must stand face to face with it, and confront it like a man, otherwise his impediment will reassert itself, as it does with men of fluent speech, who, when compelled to explain their reasons for guilt, are only able to stammer out an excuse.

His whole ambition should be to religiously carry out the instructions of his teacher; to take plenty of clean and healthy exercise; to eat good wholesome food; to retire early and rest well; to practise no secret immorality; and to live as a man who is not ashamed to face the world, and he will then find how a good moral life is favourable to the successful eradication of his impediment.

If it be conceded that good moral influences are of paramount importance to a pupil undergoing institutional and personal tuition, then how much more imperative it is that such influences should be courted by the pupil who aims at self-cure, and who has no other instructor and adviser but himself to guide and assist him in his cure. Unless he is capable of arousing that dogged determination to conquer which knows no surrender, and establishing a resolution to conscientiously and continuously pursue a course that will not in any way undermine or affect his principles or conscience, no mechanical exercise of his vocal or respiratory organs however laboriously adhered to, will be of any benefit to him.

STAMMERING NOT A HABIT.

We are told that stammering is a habit. If that is so, it is a bad one, and should be replaced by a better. I say that it is the *loss of a habit*,—the habit of fluent speech. Again, if it is a habit, is it possible that thousands of smart intelligent persons would be such slaves to it, as to suffer the ridicule and derision of their fellow men, when, by returning to their natural way of speaking, they would be held in much higher esteem ?

Take the case of a child, who, up to ten years of age, has been a fluent speaker ; has never suffered from shock, illness, or disease, nor associated with anyone afflicted with a speech impediment. At this age the child commences to stammer. It has lost the habit of fluent speech, perhaps in one day. To what can we attribute this sudden transition ? Shock, disease, or mimicry ? No. What has brought about its stammering ? I say, the natural changes of the child's temperament and disposition. This is not only solely responsible for the outburst of the impediment ; but also, the change remaining a permanent one, the stammering grows, and becomes established as part of it. Why a child never commences to stammer until it reaches a certain age, is because

in its infancy and tender years of joyous inexperience, it is immune from that failing of self-consciousness which grows with the development of its mind, and which gives to it the disposition that shall ever after be the ruler of its life. If, during its maturity, it could have retained its first natural disposition, and no change had occurred to affect its tranquil and innocent nature, there would have been no mind transition and self-consciousness, to disturb the even tenor of its speech. At this period, it is the awakening state of the mind to its sense of responsibility, together with the accompanying sting of consciousness, that transforms innocent childhood into what must eventually develop into responsible manhood. This disturbance of its mental tranquillity is certain to affect the nervous functions; especially if the child be of an intensely nervous and supersensitive nature. It becomes timid, shy, and bashful. Any one of these conditions is quite sufficient to affect in some measure, its speaking. By the mind losing control over the respiratory and physical organism, we immediately get, and without practice to produce habit, confirmed stuttering, which eventually, is almost certain to develop into stammering. One pupil tells me that he attributes his stammering to scarlet fever, another to whooping cough, and another to measles or other diseases. One will tell me that his father, mother, or some other relative stammered, another that he used to imitate a stammerer.

Now let us test the value of this information. I have been able, through investigations, to compute the prevalency of stammering in the United Kingdom, to five in every thousand of its population. How many per thousand of the inhabitants of this country escape suffering from one or more of these diseases, and have neither a relative who stammers, nor have ever consciously or unconsciously imitated stammering? I should say scarcely one. And yet only five per thousand of these 45,000,000 souls are afflicted with stammering. It is thus obvious that the odds are 995 to five against ever contracting the disorder through any of these supposed and declared causes.

Let us go more minutely into this matter. I know a father of a family of ten, who stammered very severely, and yet not one of the children are afflicted. Why is this? There has been continual association, if not conscious or unconscious mimicry. The one and only solution to this is, that the children have inherited their mother's disposition, which is not a stammering one; and none of them could be made to stammer, even if trained to do so. Then there is my own case, and there are thousands similar. My father stammered. I had five brothers, all of whom when boys took a delight in mimicing me at every opportunity. Nothing could possibly make any of them stammer. They were blessed with a disposition that is never found amongst stammerers. I was unfortunate, and, like my father, suffered in consequence of the disposition with which nature had

endowed me. Still more unfortunate was the case of a boy who lived near us. Neither of his parents, nor any of his relatives stammered. He commenced stammering in his earliest infancy. Neither heredity, disease, or mimicry could be attributed as the cause of his affliction. This boy had a severe attack of scarlet fever after he commenced to stammer. Then again, take the case of the sufferer who attributes the cause of his infirmity to disease. Perhaps he has been afflicted with scarlet fever, and shortly after his recovery, commenced to stammer. Has scarlet fever caused his stammering ? I say that the odds of disease, and other supposed tendencies, causing these speech defects, are amply proved to be 995 to five against, and therefore are sufficiently emphatic to disprove any such notion.

I have known scores of stammerers who have blamed some of these diseases common to childhood, as the cause of their impediment. Yet they will tell you that their brothers and sisters have been stricken with the same disease, but do not stammer. In my own case, two brothers and myself were all down with the scarlet fever at the same time. Several months afterwards I commenced to stammer, but my brothers escaped. Why should I blame that illness for causing my speech impediment ? I am only one of five in a thousand who have acquired the infirmity. I am convinced that, in the face of these facts, neither disease, heredity or mimicry, should be taken into account. The whole phenomena

arises from natural causes and points to a mental condition which prevents the fluency of speech; for just as sure as embarrassment will make a highly sensitive and bashful young man or woman blush, so sure also, will any mental disturbance, of one who is naturally inclined to lose control of his speech, cause him to stammer.

I know that my opinions will cause a shock to the many writers on this subject, who have been content to repeat the theories of other authorities, both of ancient and modern history; but I have been investigating for more practical knowledge, and am not content to merely reiterate what others have written. We read the works of present day writers who persist in adhering to the theories advanced by authorities of a hundred years ago. Yet stammering is rapidly on the increase, and they do not try to improve these worn-out fogeyisms, and check the prevalence of the malady. To follow others who have done little more than write and theorise on the subject, is not conducive to gain improved knowledge.

What public practical work have these men done? Have the stammerers of this nation benefited by their existence? I say no. We have only to go back three years, to the year 1906, to find the first attempt to nationalise remedial classes for the cure of stammering, adopted by Municipal Education Committees, and endorsed by the Board of Education. This was the starting point of what is now a growing

and flourishing work of national importance. The methods adopted nowadays are to cure stammering, not *how* to cure it; and it is this public practical work that has taught the people of to-day more about the cure of stammering, than the writings of the most learned philosophers on stammering of all time.

This chapter would not be complete if I did not draw the readers' attention to some very judicious remarks which I have extracted from "Elocution and Stage Training," by Maxwell Ryder, and published by Thomas Burleigh, Cecil Court, Charing Cross Road, London.

I have endeavoured to get in communication with Mr. Ryder, to ask his permission to use these extracts, but have been informed by the publishers and others, that "he is now believed to be in New York." Therefore I must apologise for using that gentleman's copyright without first getting his permission. If my letters and requests have failed to reach him, it has not been through any indifference on my part; and I feel happy to know that there is at least, one writer on elocution whom I feel proud to copy on such a delicate subject.

"The fact is that the real difficulties of the art of speech are not grappled with in childhood. With children, speech is simply the vehicle for the expression of the most direct thoughts, desires, or emotions. This partly accounts for the ease and grace which characterise the speech of children. They 'chatter

over stony ways, in little sharps and trebles,' and there is hardly anything in the world so pretty, as the pretty babbling of pretty children, and oftentimes it is prettiest when there is least thought or meaning in it ; for children speak right on, unhampered by thought or solicitude for the effect produced by the thing they are saying ; and that is why it is so easy for them to avoid faults which are peculiar to oratory and common in adult conversation.

"I cannot refrain from calling your attention to the fact that the natural grace of childhood in speech, as in certain other things, naturally passes away. It is a fact to be deplored, but we cannot afford to ignore it. The prime causes of that grace which distinguishes the speech of children indicate, in their nature, that this grace cannot continue and must be evanescent. It is the simplicity, the unconscious, fearless innocence of children, which give the grace and charm to all they think, and do, and say, and dream. The development of self-consciousness appears to be necessary in the scheme of things, at least it is inevitable, and when the ruthless fingers of self-consciousness close upon the child-soul to claim it for its own, more or less of the exquisite bloom that no art can replace is removed, and as surely as innocence reveals itself in grace and freedom, self-consciousness manifests itself in awkwardness and constraint, twin-parents of mannerism, affectation, and a brood of other ugly things—things which not only rob childhood's speech

of its charm, but which make their baneful influence felt in everything pertaining to the child's life and conduct. The first real whiff of self-consciousness and world-consciousness blows away the surface grace and charm of childhood into space, leaving all swept and garnished for the reception of seven or some other number of ungraceful habits and inartistic, because unnatural tricks."

The remarks of Mr. Ryder, while not touching upon stammering, call special attention to the passing away of childhood's natural fearlessness and charm, and the development in its place of a ruthless self-consciousness, with awkwardness and constraint, and other ungraceful habits.

It is during this transitionary stage from the natural to the affected condition of a child's life, or from its unconscious to its self-conscious career, that its speech undergoes such a marked transformation ; and it is at this period that a speech defect first asserts itself. Of course, there must be in the first place, a pre-disposed condition to stammer. If the child is naturally of a highly nervous temperament, and possesses an abnormal emotional disposition, this condition is a pre-disposed one, and the sudden development of self-consciousness is quite sufficient to so perturb the mind and overthrow its co-ordination and equilibrium of control over the speech organism, as to produce a defective utterance, without the assistance of shock, fright, disease, or any other supposed cause of the infirmity.

MENTAL DISTURBANCES.

To prove that self-consciousness, moral cowardice, and other mental disturbances are the chief causes of the stammerers' difficulties, let us place them alone in a room, in a field, on a mountain, or in any place where they are certain that they can neither be seen nor heard; they can then read aloud, or talk to themselves, without experiencing the slightest indication of the extreme sensitiveness which overcomes them when attempting conversation or reading in the company of others. I know this, as do ninety-nine out of every hundred stammerers and stutterers, that when out of the hearing and observation of any other person, they can talk to a dog, horse, or any other animal in the most natural and rational manner possible; but should a friend or stranger appear on the scene, they at once feel their inability to proceed with their remarks. A severe stammerer cannot even call his dog by its pet name, or tell his horse to "gee up" when in the presence of other people; but immediately the person or persons depart, he can speak without the slightest hesitancy.

What must we deduce from such an extraordinary transition? This—that the sufferer in talking to animals does not fear their criticism, and therefore his peace of mind is not disturbed; but

when confronted by a human being, his weakness manifests itself, and his courage fails him ; he knows that should he stammer, he is the target of silent or outspoken criticism. That is quite sufficient to provoke further mental distress, and finally collapse.

More than this, many stammerers of a severe type, will habitually, by every artifice and contrived trickery, punish themselves mentally, morally and physically, in the most outrageous manner, by practising habits of such an imbecilic nature, that unless the observer had experienced the same trials and suffering, and really understood the intensity of the mental torture the victim had to undergo, when in fear of betraying his defect, he would at once, but, at the same time, very erroneously, judge the case to be a form of insanity.

These peculiarities are not eccentricities, but carefully premeditated tricks and plots. Understand, they are not a cause of his speech defect, but simply the best brain device that the sufferer can conceive to evade an exhibition of his infirmity ; but which also has the effect of confirming the defect.

Here are a few of the practices employed which are common to all stammerers and stutterers :—

Should a stammerer want to purchase a penny stamp at a post office, the chances are that he will linger about until he sees another customer demanding one, or some of the same value. He will then come

forward, throw a penny down, hold one of his fingers up over the counter in the face of the attendant, probably show him an unstamped letter as a sign of his requirement, and then go away feeling happy that this has been accomplished without vocal effort and embarrassment.

Send him on a shop errand. He goes with much trepidation, and plans along the route how to shirk his responsibility. When he arrives at the shop door, should there be one or more customers in the shop, he will deliberately, but very nervously, wait outside, sometimes in the rain or snow, until a favourable opportunity occurs to be served when no other purchaser is inside. He may, as I have often done, write the order on paper, or call upon a passing schoolboy, and bribe him to make the purchase for him.

To travel is one of his sorest trials. The pigeon-hole at the booking office is detested by him to an incurable degree. The demanding of a ticket to a definite destination is sometimes impossible. He invariably waits about the station, until a communicative but not harsh looking porter comes along, and "tips" him to get his ticket, with the remark that he is looking for a friend whom he does not want to miss! He is quite conscious that this method is a roundabout one; but he feels that it is the only possible way to escape the ordeal of making an exhibition of himself before the passengers and the clerk.

To tell the exact time of his watch when asked, is a very rare achievement. If the fingers point to twenty minutes to two, and at that moment he felt incapable of articulating the combination of dental sounds, which are generally a source of trouble to all stammerers, nothing could induce him to make an attempt. Probably he would put you off with an answer similar to this :—" About 18 minutes off ; " leaving you to guess what hour the " off " was, and feeling relieved that he had evaded the torture of his affliction, by escaping the dentals, even at the expense of giving the incorrect time by two minutes.

One would say that such methods and tactics are deliberate falsehoods. I have had to resort to them myself, and know that no intention of lying is entertained. It is purely a matter of convenience. All stammerers do not resort to this kind of " trickery." Some, incapable of introducing an easy reply sufficiently near the mark to act as a substitute, would turn the face of their watch to the enquirer's face, and leave it at that.

A common trick of stammerers is, on observing that a personal acquaintance is approaching, to cross the road, or turn down a convenient entry or side street, in order to evade even a " good morning," or " good evening " salutation. Should the friend be walking in front of him, he will avoid over-taking him, lest the other should attempt to converse with him.

On no account will a stammerer or a stutterer get into the same compartment of a railway carriage, or electric car, wherein he recognises a familiar face ; he would unhesitatingly wait for the next car, or should it be a train, get into another compartment, (an empty one preferred), whether of an inferior or superior class, rather than run the risk of being conversed with, and the inevitable results.

This practice of weakening the volition by the cultivation of mental pictures of failure, and the conceiving in the mind of imaginary word obstacles, or the presumption that defeat is certain to meet the very best effort that he can put forth, is the most enervating and dangerous habit the stammerer or stutterer can develop.

Nevertheless, there is a just cause for all these anomalies. It may not be apparent to the uninitiated, but those who have felt the horrible pang of these afflictions, know full well that recourse to measures not understood by fluent speakers, is the only means of assistance they have of employing, and certainly much to be preferred to the detestable criticisms that the stammerer would undergo from an unsympathetic public.

ACCOMPANYING CAUSES AND EFFECTS.

What are the accompanying causes ? In answer to this, various authorities on the subject have expressed totally different opinions. I shall not encroach upon the patience of my pupils and other readers, by quoting the many different opinions of such causes, which have from time to time been put forward by men who have claimed to possess a superior knowledge of these difficulties. Nor shall I give space to the valued and intellectual suggestions of more reliable authorities.

Having had such a successful experience myself, hitherto unapproached by any other speech specialist in the United Kingdom, I feel certain that my opinions and judgment will be more appreciated by the public, than any superfluous quotations of other authorities less practical and accomplished than myself. The complications surrounding these speech defects are of such a confusing character, that it is difficult to define the exact causes of the phenomena. There are so many distinctive anomalies, all more or less attributed to the characteristics of the individual, that the direct cause or causes are liable to be concealed behind the effects which simultaneously follow. The common object of the stammerer is to

expel vice by vice. Through continuous experiments of this nature, he soon acquires and develops habits which are liable to be treated as causes, and which are more difficult to eradicate than the speech impediment itself.

Stammering and stuttering generally result from one of the two following causes: either a self-consciousness of inability to articulate fluently, developed through a natural disposition to stammer, or possibly through the sufferer having inherited or contracted a debilitated organism. The parts concerned may afterwards have become strengthened and in a normal condition; but by this time the impediment has become confirmed by a mental disturbance. When the patient first becomes conscious of his difficulties, he resorts to many unnatural movements of his articulating organs in order to evade a continuation of them.

This misplacement of the organs has the effect of producing more serious trouble. The pupil becomes nervous and timid. He has witnessed the mental anguish and physical contortions of other stammerers, and knows that he is rapidly cultivating similar exhibitions. At last he betrays his defect in public; is observed, and probably ridiculed. One such experience is quite sufficient.

Thenceforward his life is a misery. He evades conversation, becomes secretive, depressed, super-sensitive, and uncongenial. The cultivation of these

vices weakens his moral courage. He will not converse unless absolutely compelled to do so, and then only with tremulous voice and spasmodic phrase. His mind therefore, as regards discipline over the vocal and articulating organs becomes unreliable and weak, through want of constant practice in drilling them in their separate or combined functions. It gives way at the least intimation of failure, with this result,—the tongue flies about the mouth in an uncontrollable manner, the lips distend, and are incapable of performing the necessary and natural action required. The jaw becomes spasmodic and distorted. Meanwhile the respiratory functions become bankrupt. A spasm in the diaphragm ensues. What little breath there is left, comes up through the lungs and into the glottis by jerks and gasps, and, in the pupil's desperate efforts to vocalise something while in this breathless condition, he grimaces and contorts his features beyond recognition. To the casual observer, it is purely a physical defect; but beyond these manifestations there is a mental influence responsible for them all. To restore the natural order of things the pupil must exercise his volitionary powers. This has been his chief weakness. It is undoubtedly the cause of the development of his speech defect. His vocal and respiratory organs must be systematically drilled under the dictation of the will, for nothing but the disciplinary exercise of the mind, with the co-ordinate action of the other parts concerned, can effect a cure.

THE MIND'S DISCIPLINE ESSENTIAL.

In a previous chapter I have attempted to disprove the theories of other authorities, who have attributed the causation of speech defects purely to respiratory and articulating troubles. Now in the face of this, it would appear ridiculous to advocate that the exercising of these functions is necessary in order to commence the eradication of the cause. If I have not already made myself clear on this point, let me once more repeat that these vocal and respiratory exercises are not given with a view to the strict development of the organism ; these parts are already perfect in their formation. What is wrong, is, that the mind has become a weak and unreliable disciplinarian over their manipulations ; and the pupil must bear in mind, that when he is doing vocal or breathing exercises, it is primarily to exercise and develop the disciplinary power of the mind, so that its dictation to the articulating organs may become firmer and more readily obeyed.

He may exercise his respiratory range until his breath capacity is at the highest pitch of human

development, and bring about a muscular flexibility of the articulating organs of the finest possible excellence ; but if the mind has not been trained in co-ordinate action with these parts, and a perfect equilibrium of its control developed and maintained, the speech will still remain as undisciplined as before.

Dr. Herm Klenke, who for many years practised as a speech specialist, and who has written probably more than any other specialist on the subject, says :—" I have myself, many years ago, thought that a physical speech practice was sufficient to cure stuttering ; experience has taught me better. The physical exercise is to become a mental act, in the same way as a child learns to speak. Nothing, however, is so much against a rational cure of stuttering, as this mere mechanical obedience. If the mental inactivity cannot be conquered, all the trouble will be in vain."

He gives the following definition of stuttering, a term which, by the way, he used more or less synonymously with stammering. He says :—" In stuttering it is the expiratory current which is obstructed ; for moments it is not developed at all, so that the will is not the master of the organs. The harmony between the volition and the respiratory system is wanting ; and as the articulating organs are in action, but the vocal organs impeded, the harmony between the organs of vocalisation, so requisite for the speech, is absent."

In this connection Klenke is quite right, but he does not enlighten us as to the cause of the mind's inability to harmonise with both the vocal and articulating mechanism. He again remarks that "the respiratory organs must be systematically developed."

I disagree entirely with this latter theory, from whatever source it may emanate, and again say, that no development of the breath capacity will cure stammering. I agree that, during stammering and stuttering, there is a respiratory trouble; but this is not because of an insufficient development of these organs, but purely and simply on account of the mind's inefficient stamina and lack of resourcefulness. The contortions and spasmodic action of the vocal organs are the consequence of similar causes. A consumptive with scarcely any lung or muscular development, can speak without the slightest hesitation occurring through the weakness of these functions. Again, we have the child of very tender years who has just commenced to speak fluently. Muscle and lung capacity are not necessary to produce the sweetness of its vocal delivery. This sweetness and fluency, combined with delicacy of action, is unapproached by adults possessing a stronger and coarser vocal and respiratory mechanism. When we compare such cases with the strong-lunged and well built athlete, whose physical condition is perfect in every detail, but who stammers so severely that he is partially unable to give verbal

utterance to his thoughts, we find that whatever else is the cause of this distressing impediment, neither age nor health can be accountable for it, and even muscular development cannot stave it off.

I do not hesitate to say that the mind, together with insufficient determination, is the cause of all these defects, and that the uncontrollable action of the stammerer's respiratory and articulating functions is identical with the nervous quivering paroxysms of a physically fit, but moral coward, who fears to exercise his strength through lack of moral courage, and who develops a fear and trembling at the approach of anything that demands a courageous attitude.

I know that this imputation of moral cowardice against the stammerer, will arouse the indignation of many. But let them survey their own position, and carefully note their characteristics and mannerisms in the replies given to the following questions, and which show the stammerer in his true colours and full significance.

Do you always stammer in conversation ?—No ; sometimes I can go a whole day without stammering, but am scarcely ever free from the fear of stammering during conversation.

Do you stammer when alone ?—No ; at that time I have not the slightest fear of stammering.

When do you stammer most ?—When talking to anyone who is in a superior position to myself.

When can you speak best in conversation ?—When I feel full of confidence, and my mind is not disturbed.

When talking to yourself, do you feel any respiratory or vocal disturbance ?—No ; not the slightest.

When does the spasmodic action of the mouth and respiratory organs occur ?—After a vain attempt of the mind to set them in action.

What are the stages and degrees which produce these contortions ?—First : thought chooses the sentence to be expressed, then the mind feels incapable of passing the word or words on to the organism. It fears an attempt to try ; conceives all kinds of devices in order to evade the obligation, either partially or wholly ; and the will cannot determine on the course to follow. This sets the articulating organs in a state of trembling and over-eagerness to commence. The heart palpitates, the legs tremble, fingers clutch, and sometimes the whole body is affected. Then the facial contortions commence.

Do you think that lack of courage induces you to stammer ?—I do not know ; but I certainly fear conversation of any sort, and the greater I fear the more I stammer.

Do you think that the seat of the disorder is in the mind ?—I have not studied that ; but if I were told to deliver a message to anyone next week,

my mind would be in a state of constant fear all the time, and would become worse as the time grew nearer.

This indicates that courage is lacking ?—Yes.

Now suppose you screwed up courage, and delivered a message without stammering, what effect would it have upon you ?—I should feel happy, and gain both confidence and courage.

What would be the result if afterwards you stammered badly ?—I should lose confidence in myself, my courage would fail me, and I should not attempt again until it returned.

To these replies there can be only one conclusion, viz. :—that either the mind is an incapable dictator and disciplinarian, or the will is deficient in volition and the power of determining. If we set about to exercise and strengthen the mind's authority over the respiratory and articulating mechanism, indeed, over the whole body during speech, and to train the will to act determinedly and effectively when once an attempt is made at utterance, then, and only then, can the stammerer succeed in preventing these physical manifestations, and other weaknesses which aggravate the difficulty.

Understand, I do not mean to suggest that there is a general deficiency in the brain of the stammerer. I have already in my diagnosis disproved that idea. But that part of the mind which is

intimately connected with the physical organism in connection with the production of speech, is, under certain conditions, incapable of action.

How must we exercise the mind to develop the necessary efficiency?—We must practise it by the organism. Respiration, vocalisation, articulation, the will, and are all necessary agents in the production of speech, and are all equally indispensable.

The mind must be trained to act on these parts, and it is for the sole purpose of bringing about its co-ordination with the organism, that I recommend careful and judicious breathing and vocal exercises. These must not be done mechanically, or with a view to the development of their functions. The mind must be the first and most important consideration; but the concentration of the mind upon these organs, and its consciousness of ability to control them by the most delicate manipulation, is the one way possible in developing the efficiency required.

The pupil is certain at some time or other, to show certain indications of his natural disposition to stammer. He must be prepared for this, but any slight recurrence of his old weakness should not be an excuse for his relapsing into a permanent state of uncontrollable utterance. He must not lose sight of the fact that he can, by making a strenuous effort, almost entirely evade any possibility of stammering, and that unless this determination is maintained he will again fall back immediately into his former vices.

PAST AND PRESENT SPECIALISTS.

When I commenced to pen this "treatise," I did not intend, as many writers on this subject actually do, to criticise the efforts of other men, who have devoted their lives to the treatment of this sad disability. My aim is not to hinder the progress of such a useful work, but to assist it; and having myself suffered to an almost incurable degree with the affliction, my pupils who are similarly afflicted, will understand that my whole soul is engrossed in the effort to exterminate this curse from our social life.

I shall therefore be content to refer to the opinions and success of the best specialists of 60 years ago, and those of the present day.

Klenke says:—"The stammerer never exhibits any irritation of the organs of circulation, nor nervous or spasmodic phenomena, and may be able by the power of the will to overcome his fault, either partially or entirely. The firmness of the will is a powerful regulator of the nervous system; it forces irregular

innervation into the normal channel. I therefore endeavour, in all stutterers, to rouse this firmness of the will, and to keep it in constant action."

Thus we have Klenke's idea of the defect, and his suggestion of how to combat with it. Klenke was certainly on the right track. He has written probably more on the subject than any other authority; but his opinions as a whole, are most confusing, and certainly contradictory. He further says, "When many years ago, I gave vent to my theoretical scholarship, and when stutterers of all sorts applied to me, then I began to feel how barren mere theory was. When I sat among my stutterers, and thought of the many high-sounding phrases contained in the pamphlets for and against the tongue operation, everything appeared so cloudy."

Now Klenke as a writer on stammering was superfluous, and perhaps no one has written such "high-sounding phrases" as he. His practice was entirely a private one; and no doubt, as stammering treatments were conducted in those days, he was fairly successful.

However, we must not gauge any man's success by his writings. At least I shall not. I shall require some official confirmation of his work and success before I give credence to his statements. I can quite understand Klenke remarking "how barren mere theory was," and how "everything appeared so cloudy."

Klenke had never been a stammerer. Many passages in his literary works clearly indicate that. He might have been a clever specialist in his day. Some of his remarks are undoubtedly worth repeating, but now-a-days, as a specialist, he would probably have to give way to more experienced and practical men.

Neither was Dr. James Hunt ever afflicted with stammering. We have only to casually peruse his writings, to find how closely he followed Klenke, who was in practice but a few years previous to himself.

What measure of success Dr. Hunt experienced, can be gauged only by what he claimed to have achieved in his private practice. He says :— "Stammering is like a horse that will not, or cannot move, while stuttering is like a stumbling animal." The same author observes :—"It will in most cases be found that the infirmity is simply owing to the misuse of one or more organs, which are employed either with too much force, or not used at all." He goes on :—"An intelligent person possessing tenacity of purpose and control, may succeed in freeing himself from certain defects."

I do not appreciate Dr. Hunt's definition of these defects. Such an explanation is unworthy of a fully qualified medical man who has probed into the subject. It is more in keeping with the opinions of incompetent and half-interested observers. Hunt

remarks that a person "possessing tenacity of purpose and self-control may cure himself." But we do not find stammering amongst persons possessing self-control; therefore such persons have no stammering habits to cure. The development of self-control in a person who stammers, means the cure of his stammering. The most fallacious of Hunt's remarks is in reference to ex-stammerers being unqualified to practise as speech specialists. He says:—"These men were not delivered from their infirmity until they condescended to place themselves under the care of a layman, who had made the subject his exclusive study."

Now whatever Hunt's experience and opinions have been, they certainly do not coincide with those of successful speech specialists of to-day. Probably the reason that in Hunt's time the treatment of speech defects did not attain the high standard of success, nor merit the same public and official recognition as it is doing at the present time, is due to the fact that Hunt and Klenke, like many other speech specialists of their day, had never been stammerers, and consequently could only theorise and speculate as to the cause and cure of the infirmity. Their success was in accordance with their qualifications. The prime requisite of having suffered themselves was lacking.

It would be just as ridiculous for a person who had never played billiards, to attempt to coach a

good player of the game from a book on "suggestions on how to play," as a pretended specialist on speech defects who had never stammered himself, to dictate to stammerers—suggestions that he himself knew not the value of.

At any rate, stammerers found that the pace of Hunt and Klenke and other physicians who practised as speech specialists, was much too slow for them, so they set about to devise methods of their own, and have made such gigantic strides, that to-day very little notice is taken of a speech specialist, unless he can furnish abundant testimony to prove the intensity of his past and personal suffering from the affliction.

Regarding myself, the members of the medical profession are my best advocates; for not only are pupils sent to me by the most skilful medical practitioners in London and the provinces, but medical men all over the Kingdom, who have sons afflicted with stammering, send them to me to undergo a course of treatment.

Now a word for the men of to-day. First of all, let me express my sincere regret that I cannot include the late Mr. Benjamin Beasley, of Brampton Park, Huntingdon, who died nearly two years ago.

Mr. Beasley, as a speech specialist was (in his day) first and foremost in the United Kingdom. His practice extended over a period of 30 years, and

the fact that he was established at Brampton Park for upwards of two decades, is sufficient to show the confidence reposed in his qualifications and success. His pupils were chiefly from the best families in the Kingdom, and during his career he must have had at least 5,000 stammerers under his personal care and tuition. His was a self-cure, and his success was attributed to his experience as a severe stammerer for over 30 years, and to the knowledge he had gained in his efforts to overcome his infirmity. It is to be regretted that he wrote so little on the subject ; for had he told all he knew, we should have had some reliable information to guide and assist us. Mr. Beasley was, as a gentleman, one of England's best. As a sportsman, none were keener or better ; and as a specialist on speech defects, in practice and efficiency he surpassed all others who aspired to success in this profession. Against him were a host of " quacks " and pretenders who claimed to possess equal or even superior abilities to himself. Their careers were always inglorious and short-lived ; and as one by one dropped out of the uneven contest, others sprang up, only to meet with the same fate.

With a modesty that was characteristic of the man, Mr. Beasley neither lifted his pen, or raised his voice against these unqualified and disreputable charlatans. He plodded on earnestly and conscientiously, fearing no man's opposition, and doing his level best to make his work worthy of meritorious recognition.

To find another noteworthy authority on the subject, we must travel to Philadelphia, U.S.A., where Mr. Johnson, another self-cured stammerer, of excellent qualifications as a speech specialist, successfully established his institution. Thirteen years ago, when at the zenith of his fame, he made a name in his profession which had never been approached on the American Continent. Mr. Johnson was the Beasley of America. Their methods were practically similar, and like Mr. Beasley, he left all his work unwritten, to be told only by those whom he had benefited.

I could tell more of Mr. Johnson's work from my own personal knowledge, but it would take up too much space.

Just after the time when he stood out so prominently in his profession, there sprang up in Petrolia, Ontario, Canada, the now unquestionably superior to all, Canadian or American speech specialist, Mr. George Andrew Lewis, Principal of the Phono-Metric Institute and School for Stammerers, at Detroit, Michigan, U.S.A. Mr. Lewis was, as I can personally affirm, a stammerer of the worst possible kind. He had been treated for his speech defect in at least one American Institution, where I too had undergone treatment. He was a stammerer of over 20 years' experience, and succeeded after most exhaustive self-exertion in successfully overcoming his difficulty. It was then, (about 14 years ago),

that his institution was first founded in the little town of Petrolia. The success attending his efforts was remarkable, for in less than twelve months he was soundly established in Detroit, Mich. To give some idea as to the extent of his success in the space of about three years' practice, there was, when I was last in Detroit (in 1898), an average class of at least 80 pupils, who came from all parts of the United States and Canada, to seek relief from their affliction. At the time of writing, I do not think that the American Board of Education has introduced measures for the cure of stammering in their elementary schools. That Mr. Lewis has aroused interest amongst Education Authorities in that country, may be gathered from the fact that at the St. Louis Exposition in 1904, he was awarded a gold medal in the Education section, for the excellency of his methods in the treatment of these defects.

I do not know of any others in our profession whose success and reputation are to be compared with those of the gentlemen I have already mentioned. Of course, I have confined my remarks to Specialists who teach English and American methods, and in the English language. France, Germany, and other countries may have their crack specialists as we have. But their's is another language, and their peoples' disposition being so different from that of the English-speaking race, requires a specialist of the national race and tongue of each separate country, if good results are to be obtained.

There are several successful speech specialists who are in practice on the European Continent. These have all personally suffered with either stammering or stuttering. In regard to my own experience and success, I have in this work given abundant testimony. My work for the most part, has been under the keen observation of the Board of Education, and Municipal Education Committees. The reports contained herein, testifying to the efficacy of my methods are official; and I could add numerous others if space would permit.

On June, the 23rd, 1907, at Darwen, a large audience of the Darwen and District Medical Association witnessed a demonstration of my method in the treatment of 45 stammering children, selected from the schools of that borough. At the conclusion of that demonstration, Dr. Ballantyne, on behalf of the medical men present, proposed a vote of thanks to me, and expressed his entire satisfaction with my system. Dr. Moir in seconding the proposition, endorsed all that Dr. Ballantyne had said.

At Bury, on the 21st of April, 1908, I gave another demonstration with 50 stammering children, before the medical gentlemen of the town and district. Dr. Holmes, in proposing a vote of thanks, said, on behalf of the medical men present, that, to use a common phrase, the results shown had been "an eye-opener." Dr. Baird seconded the motion, which was carried with acclamation. I will not further

expatiate on this phase of the subject. It will be obvious from the foregoing pages that the cure of stammering is now-a-days conducted on stricter and more scientific lines than in the days of Klenke and Hunt. Education Committees and delegates from Medical Associations (who previously had not discovered a reliable method) after careful investigation are satisfied that the cure to-day is efficacious in every way. Our most successful speech specialists are men who have suffered the best part of their lives with this galling affliction. This is their prime qualification. They certainly possess other abilities, for this one alone would not be sufficient ; but such a combination has made them superior to others who are not so fitted, and that is the secret of their success.

Space will not permit of my going further into this subject, there are, no doubt, other good and reliable speech specialists in the United Kingdom and elsewhere ; but the public is the best judge of a man's qualifications. It is the people's confidence in his abilities and achievements, that builds up his reputation. Therefore I have chosen those men whom in my opinion, have been first and foremost in the public's eye. If there are others equally as successful in practice, their identity is unknown to me.

PART II.

SELF-CURE:

ITS POSSIBILITIES.

Whether a stammerer or stutterer places himself under the personal tuition and daily regime of a Specialist whose qualifications and methods of tuition are unapproachable, or whether he determines to overcome his difficulties at home, with the aid of printed or written advice from a reliable authority on the subject, the success attending his efforts depends wholly upon his self-exertion.

All that the most experienced teacher can do by correspondence or printed instruction, is to carefully expose and point out the advantages to be gained by the exercising of his methods. The result of this tuition rests entirely with the pupil. If he carries out his instructions to the letter, seeks carefully to avoid any tendency to staleness or indifference, becomes more enthusiastic as he makes progress, endeavours not only to second the commands of his teacher, but also to further his improvement by his own strength and instruction, his cure is practically a self-cure.

The successful treatment of stammering and stuttering can only be accomplished by an educational system of instruction. And as education by book learning is possible to all, so long as it is dictated intelligently, there is no sensible argument against the possibilities of the self-cure of these defects. As in all other branches of educational work, much depends upon the aptitude and intelligence of the pupil. His dominant courage, patience, determination, and volitionary powers, must all be exercised, if he ever hopes to succeed.

If, as is almost certain to be the case, the victim is of an abnormal emotional disposition, he must, until he has gained sufficient confidence and control, evade all circumstances that have a tendency to provoke this defect. Such a condition influences a rapid unnatural action of the heart, and excites the diaphragm into a spasmodic and infuriated action which at once disturbs the respiration.

Speech is certain to be affected by such disarrangements, and the continuance of them will only weaken the functions concerned. Should he be of an imaginative disposition, or a contriver of non-existent obstacles, and afraid to meet or face the obstructions which exist only in his mind, to fear his own shadow in the daylight, as it were, he is developing an unmistakable condition of moral cowardice. He must eschew all such perturbations of mind. Let me here quote an extract from a book published on

stammering by the late Dr. Hunt, in 1863. The remarks were made by a pupil of the book's author.

"It is clear to myself, inasmuch as I can read and speak when alone, that I ought to be able to do so publicly; but that I cannot do so, is the very secret of the complaint. I have tried a "Self-Cure," and failed from this very fact. Irresolution, incapability of persistence is the cause, I fancy, not only of the stammerer's being a stammerer, but of his continuing to be one. A stammerer possessing a resolute and indomitable will, might cure himself; but for myself, I feel the want of discipline outside, as it were, and beyond myself, a sense of reliance on some others' means of cure, and not my own; while at the same time, I feel confident that a stern discipline as to speaking, would in time bring such a control over the organs, that stammering would entirely cease to be."

Now this state of affairs is just what the stammerer and stutterer must avoid, if he ever hopes to succeed with his "self-cure." He must look these facts broadly in the face. So surely as he is responsible for his weakness, and the accompanying extraordinary phenomena, so certain is it, that only by his own unflagging determination, and the absolute ignoring of all detrimental influences, can he throw off the thraldom associated with his defect, and emerge unfettered by its consequence. In a word, he must change his former habits completely. The idea of

expelling vice by vice, must be shaken off. His whole aim and endeavour should be to crush out his former habits, by the introduction and acquirement of new and better ones, uncontaminated with his former fallacies.

The careful and judicious observance of a deliberate manner of speaking, and the daily practice of exercises that are calculated to restore the organs to their normal condition, and under the mind's control, are certain to bring results that will at once strengthen the pupil's confidence, and make him feel that his efforts are well worth adhering to.

It must be strictly borne in mind that both stammering and stuttering are infirmities that become more deeply rooted and confirmed, the more they are practised ; also, that the lack of practice of any acquirement, will retard and affect its accomplishment. The more you stammer, the more you are practising stammering, and the more pronounced the defect will become ; therefore, the only way to retard its progress, and to finally stifle and crush it out of existence, is, day by day, to practise careful and correct speaking, until, as time goes on, fluent speech becomes more regular and natural than stammering itself. It requires no physical or mental strain to accomplish this. The whole secret is one of constant method, necessitating of course, a firm will to practise it. There must be no carelessness on the part of the pupil, otherwise he will recoil into his

former groove, and find a difficulty in attacking his adversity again.

Careful note should be made of each day's progress, and at the end of each week, a comparison should be made of each day's results. That is, one should record in a diary daily, the circumstances and conditions under which he has had to carry on conversation, and to make notes as to how he acquitted himself; why it is that he spoke better than yesterday, and if the reasons were on account of carefully observing the regime and principles dictated in his instructions. He should write a resolution at the head of the next day's entry to more persistently than ever stick to his method, which has brought him so much success.

Here are a few extracts from entries made in my own diary, during the period of my self-endeavours to overcome my impediment. The names of my friends and acquaintances are in nowise concealed. I have no doubt, that should these disclosures come before their observation, they will recall with pleasure the many happy reminiscences of our acquaintanceship, and feel proud that I can now converse with them with less pain to us all than at the time when these notes were first penned.

"MONDAY MORNING." "Purposely met and struck up a conversation with Mr. Longton. Spoke for fully 15 minutes; very slowly and deliberately. Did not stammer once. He complimented me on

the progress I was making Afterwards, for practice, I went to the railway booking office, and enquired what time the next train went to Manchester. I spoke very, very, slowly, made my punctuations frequent, and inhaled deeply during these moments. The booking clerk appeared impatient and confused at my coolness and deliberation, and although I felt a slight trepidation at the notice he was bestowing on me, I did not stammer. My first successful attempt of this sort. In the afternoon, I saw an old gentleman in the fields. I went up to him, enticed him into conversation, and forced him into argument. I noticed that as he warmed up, he spoke very quickly, and out of breath. I profited by his bad example, and after taking care not to lose control of myself as he had done, drew his attention to his weakness, and gave him to understand that such was the condition of myself when agitated, and that my sole reason for conversing with him was to practise correct speaking."

"TUESDAY." "Had a successful day. Did not stammer once. Went into Mr. Lee's shop this morning, and asked for something that I knew he did not keep! Provoked the assistant somewhat, by feigning annoyance because he did not keep the article. He unconsciously stammered out all sorts of excuses. I kept quite cool, and was tickled to think that I could so confuse a fluent speaker as to make him stammer in argument. This shopping

business is excellent practice. In the afternoon I went to an auction sale on purpose to practise speaking before a crowd. I bid on many things that I did not intend buying; and once told Mr. Dean, the auctioneer, that he had knocked a chair down to another man, and I had raised his bid. Of course I had not, but I felt ripe for an argument. My remarks caused a bit of a scene, and I felt quite happy that I could talk back to my questioners before such a crowd. Mr. Dean said he was sorry he had not heard my bid. I was satisfied! This is the only possible way of building up one's courage. Vocal and breathing exercises are of no avail unless their principles are practised before the criticism of hearers. Courting conversation and argument is the way to develop ability in speech, and to crush out timidity and cowardice. I am now speaking a hundred syllables to the minute, quite confidently; feel quite happy to-night."

"WEDNESDAY." "I mean to keep up yesterday's success. Went to Mr. Barnes' shop this morning; inspected some furniture, pretending that I might purchase it. Argued and debated on the price and quality. The manager knew me to be a stammerer, and was nonplussed at my cool manner. This shopping and questioning, and courting conversation, is excellent practice. Went up Manchester Road this afternoon. Thought I would try calling at strangers' houses, making enquiries. Always

avoided doing these sort of errands before. Knocked at the door of a very large house; a lady came. I felt a bit embarrassed, but had my question well thought out. I said, 'Does Mr. Brown Potter live here?' M's, B's, and P's were always difficult for me to say, at least so I thought. Consequently, I felt very pleased when I went over the sentence without the slightest trouble. Fortunately the lady said that she had not lived there long, and did not know the name of the person who resided there previously. So I artfully contrived to dwell on the subject, and repeatedly mentioned Mr. Brown Potter, but never had the slightest fear of stammering. I went to several houses afterwards, and achieved the same success. This house-to-house calling is excellent practice, as one does not know whether man or woman, or what kind of a person will come to the door. It arouses your determination to face out whatever turns up."

"THURSDAY." "Have not stammered for seven days. Met Mr. Hindle this morning; purposely introduced unnecessary conversation. I talked a little too fast, and found myself getting over-confident. This turned to carelessness. In fact I stumbled once very plainly. The incident upset me a great deal. This afternoon I went to a cricket match; got into conversation with several visitors; discussed the merits of the teams, and fluctuations of the game. I spoke well enough, did not betray my defect; but this morning's breakdown affected me, and I feared

another. I am certain that the effect of one stammer will produce such an unsettled state of the mind, that a total collapse will be the result, unless ' nipped in the bud.' "

" FRIDAY." " Yesterday's carelessness and breakdown has affected me somewhat. Do not feel as confident as I ought. Will not speak to anyone all day. Have put in a hard day's work with vocal, breathing, and reading exercises in the fields. Have not spoken to a single person."

" SATURDAY." " Feel in good talking spirits. Yesterday's rest and silence has done me good. It has at least prevented me from stumbling again, and calmed my mind to its normal condition. Had a long conversation with Dr. FitzGerald this morning. Spoke very slowly, and felt fit to last for ever. He was quite pleased with my methods, and buoyed me up with kind remarks. This afternoon was spent in practising my vocal and breathing exercises in the fields. A policeman came by. Luckily for me, he knew me by repute. He said, ' I have been put on to watch for some crazy fellow who comes up here every afternoon, and shouts all kinds of noises ' ! Of course I told him that I was the fellow he was looking for, but was not crazy, only trying to get rid of my stammering. He said that several persons had told him what a terrible stammerer I was. I was glad to have the chance of conversing with him, as I never could talk to a policeman. I did not stammer, and he remarked that he could not believe that I ever did."

"SUNDAY." "Yesterday's success has made me feel certain that I shall very soon be free from my old habit. I have stammered only once in the last ten days, and then through carelessness. This determination and perseverance can have but one ending: Fluent speech. I had a rare practice this morning. Stopped a postman, and asked him all sorts of questions; told him I never could talk to a postman, or anybody else in uniform. Never stammered once."

"MONDAY." (Two weeks later). "Have not stammered for 19 days. Been to a meeting at the Town Hall to-night, and from the body of the hall, put several questions to the chairman, to test myself. I noticed that my action astonished many who knew me to be a stammerer. After the meeting was over, several friends came up to me, and wanted to know what had improved my speech so much. I told them by practising as I had done to-night. Can now talk 140 syllables to the minute, and have my organs under perfect control."

I have purposely introduced the foregoing extracts from my diary as a guide to my pupils who intend to accept my advice, and keep a daily report of their progress.

My methods described therein, may not be considered refined enough by a certain section. There was a time when I would have held the same opinion. For years I "pottered" about with

"nursery" and "hot-house" methods (which only made me worse) until I became desperate, and finally resorted to drastic measures, and determined to carry them out. But whatever may be the opinion of my pupils, experience moves me to say, that whatever principles a method may consist of, they must not be trifled with.

The sufferer must not feel that he is doing anything he need be ashamed of. If he attempts to conceal from the public the method he is practising to bring about his cure, he is only cultivating a distrustfulness of those in whom he should repose his confidence. He must understand from the very beginning, that it is no more a disgrace to employ a method to overcome stammering, than it is for a cripple to walk with a crutch; and that his method is to him, a crutch on whose support he must constantly lean, until its use is no longer a necessity.

After all, a slow and syllabic manner of speaking is not a painful course to follow, especially if a few weeks' exercise of such judicious practice means the alleviation of a lifelong suffering. One deserves to stammer, if one cannot arouse sufficient courage to carry it out. To those whose determination to conquer is firmly aroused, and who are prepared to tactfully and skilfully employ their methods, success is assured, and self-cure is not only made possible, but certain.

METHOD
IN
SPEECH ESSENTIAL.

That stammerers and stutterers can sing fluently either to themselves or before large audiences, without betraying their defect, proves not only that their vocal organism is not deficient or malformed, but also, that if they can sing by observing strictly the rules by which songs of varying tunes are rendered, they can, by the same organism, produce intelligible utterance, by carefully observing and cultivating a methodical practice of correct speaking. The very fact that the sufferer will go days together without experiencing the slightest speech hesitation, shows quite clearly that we must look for some other reason than defective organism or habit, if we are to succeed in establishing a cure.

Why is it that stammerers and stutterers can sing, and that many who at times can scarcely articulate a word distinctly in ordinary conversation, are making their livelihoods as professional singers? We have been told that some stammerers cannot even sing in public. I have yet to meet one who

could not, provided of course, that he was musically inclined. What would be the position of a fluent speaker, who had no knowledge of song, if he attempted through persuasion, to sing before an audience ?

I remember once getting up at a party to attempt to sing a comic song. I broke down atrociously; not with stammering nor through any fear of it, but simply because I could not sing ! I suppose that many present, knowing the severity of my affliction, felt that it was responsible for my failure. But they did not know that it was my first attempt to sing before an audience. Stage fright and failure are experienced by many of our best speakers and singers at their first attempts in public, and are pardonable to all.

Authorities on speech defects claim that in song there is a continuous musical rhythm and uninterrupted flow of breath which prevents stammering. But let the singer attempt to articulate his words in an impossible way, his mind confused, and continue with his breath in an exhausted condition, as the stammerer does, and he will soon find how impossible song is without method. I do not deny that rhythm in song is helpful to the stammerer. But what most helps him through song is method. There is no hard and fast rule followed, as to how speech must be delivered. Each individual carries on conversation according to the habit he has acquired.

Some talk slowly; some quickly; others in an agitated and almost indistinguishable manner, slurring and chopping their words to a point of mutilation. In song it is different. Singers, whether they are fluent speakers or not, must observe the time measure. Notes short and long, high and low, must be given with scrupulous care. The musical phrasing and inflection as arranged by the composer, must be observed and followed to the minutest detail, otherwise the result would be imperfectly rendered.

The whole song is set to be delivered methodically in time and tune, and it is by the strict observance of this method, that the stammerer accomplishes in song, what he fails to do in speech. In speech he has no method, and he knows it. He has not acquired any. His only possessions in regard to speech, are those undisciplined faculties from which it is produced. All along he has been content to stammer out spasmodic and jerky words and phrases, not knowing even how these have been accomplished. He only knows by comparing his speech with that of fluent speakers, that theirs is delivered in a methodical and disciplined manner, the result of careful and continued practice, while his own is lacking in all those necessities.

If he ever hopes to become a fluent speaker, he must practise a common-sense and orthodox method of speaking, embodying in the system the practice of modulation, rhetorical and grammatical

punctuations, deliberation and syllabication. The correct manipulation of the articulating organs must be constantly under the control and dictates of the mind, as also must be the respiratory functions. He must learn that without breath, vocalisation and articulation are impossible; that the tongue, lips, and jaw cannot produce the manifold and distinctly varying sounds of our language, unless the position of these structures be modified and manipulated according to the duty they are called upon to perform.

If the sufferer sets about the carrying out of these principles, he will become more convinced than ever, that hitherto, there has been madness in his attempts at utterance, and that the observance of his present methods is the only way to establish a rational manner of speaking. Not only this, he will become so engrossed in his subject, that his mind, instead of wandering in search of failure, developing a state of self-consciousness, will be so concentrated upon its duty that no other thought will be entertained. The practice of the organs under the dictation and discipline of the mind, means the development of their co-ordination. Nothing but method can accomplish this. Without the co-ordination of all the parts concerned, perfection of speech is impossible.

Always premising that the pupil is of average intelligence, and in downright earnest, willing and obedient to exercise and follow the prescribed rules laid down for his benefit, the eradication of

stammering or stuttering, is in turn, as certain to follow, as night follows day. I have yet to know of one single instance, if the pupil worked hard and conscientiously, even for the space of a few weeks, where a marked improvement of a permanent and incalculable benefit has not been effected.

However, there are incurable cases. Lack of intelligence, or inaptitude, are the chief drawbacks which disqualify a pupil from mastering his oral difficulty. There are pupils even of very refined taste and intelligence, who will not sacrifice the time and attention necessary for the treatment by which they could surmount their difficulties; but such cases are very rare. In my experience as a specialist. I have found that although strict disciplinary measures are essential if good results are to be obtained, very few pupils have been guilty of disobedience, or deficiency in enthusiasm.

COMMENCING TREATMENT.

The first duty of the sufferer is to cultivate a calm self-possession of the mind, and to bring about the absolute peacefulness of his vocal mechanism. This will require the very best efforts he can put forth; and the length of time required to accomplish these necessities, depends not so much upon the nervous condition of the pupil, as it does upon the amount of zeal and self-sacrifice that he is prepared to devote to attain this object. To bring about the permanent normal condition of the mind, and the complete relaxation of the organs from their spasmodic exertions is impossible, so long as the sufferer continues practising his speech defect, and indulges in his old-time habits of self-consciousness and depression. Therefore, to these parts, as far as speech is concerned, absolute rest must be given; and the only possible way to effect this necessity, is by the observance of ABSOLUTE SILENCE, until the restoration of the normal condition of these parts has been accomplished.

The pupil must recognise that "silence treatment" for a certain period, is the fundamental basis upon which the further method for the eradication

of his impediment is built, and that a course of "silence" is necessary to make easier the work which must follow.

"SILENCE."

Before attempting anything else, let us thoroughly understand what "Silence" means, and what it accomplishes towards the amelioration of speech defects.

Silence, so far as relating to the cure, means, not to attempt conversation with anyone, under any circumstance, (and this must be observed) for a period of at least seven days. A much longer period would in many cases be to the pupil's advantage. He should not, during this stage, converse even in the most limited degree. Even the usual "Good Morning" and "Good Evening," must be avoided. In the presence of others, he must be dumb. I know the torture of this restriction, and I know that many, unless compelled to do so, would go on stammering and stuttering all their lives, rather than attempt a course of silence. Their idea is, that they would look ridiculous; as if a speech impediment did not make them appear so! Others will make the excuse that such a course is impracticable. Let me at once say that in my institution, I enforce the silence of every pupil for at least the first ten days of their tuition; and there is not a successful institution on the American or European Continent, but which embodies it in their treatment.

The pupil, if he is a conscientious one, will not be long in deciding that the sacrifice of speech liberties for a week, with its ensuing results, however inconveniently the time may pass, is much to be preferred before a life-long misery of his affliction.

If the pupil cannot make this sacrifice for the good of his speech, he must carefully avoid unnecessary conversation or argument. But, should he have abundance of leisure, and be so deficient in determination that he cannot face the ordeal, he had better place himself at once in a stammering institution, where strict disciplinary measures will do all that is needed.

WHAT SILENCE ACCOMPLISHES.

As already stated, a period of silence is as essential in the preparatory stages of the cure, as any part of the combined exercises that have to follow. Its importance at first sight, may not be very clear to the uninitiated; but its virtues are none the less existent, as the following facts will clearly show.

Silence does not imply that the pupil is debarred from any speech whatever during this course, but that he shall not practise conversation with others. Stammerers and stutterers are all capable of practising reading, or any vocal exercise when alone. This period of silence is a convenient one for the pupil to practise, when alone, the respiratory and vocal exercises hereinafter set forth.

The stammerer's mind is continually in an intensely aberrated state. His waking thought before rising is the haunting of his affliction, and the tenacity with which it will provoke him throughout the day. It worries him, keeps him hourly in an agitated condition ; it is the last thought at night ; and the sorrow of it causes him many restless and sleepless hours.

A week's silence would have the effect of restoring his mind to its normal condition. There would be no constant fear of approaching failure and disaster, so far as conversation is concerned. He would simply resign himself to a week's peace and quietness, undisturbed by any thought of speech or criticism. During this time, he should, as before stated, carefully practise when alone, the exercises for the first week's tuition.

What will he have accomplished at the end of the first week ?

(1)—A week's disassociation from his defect.

(2)—A week's total abolition of the accompanying practices, such as trickery, fear of failure, spasmodic action of the vocal organs, respiratory troubles caused through his defect, mind disturbances, embarrassment, etc.

(3)—Control : Seven days without stammering, and kept himself under such discipline, that he has, through great temptation, so to speak, kept his lips sealed and obedient to the dictates of the will.

(4)—A week's practice of vocal and respiratory exercises, calculated at the end of this period of silence to serve the pupil, and assist him to converse more easily with people than before.

These are accomplishments that will be of incalculable benefit to him, when he practises his talking in public. They are the foundation of the cure, and their virtues cannot be over estimated. All that the pupil requires to do, is to make a firm resolution that he will not be tempted into conversation. He should carry with him a little book, and any question that he may have to ask, or any answer that he may have to give, must be written down and handed to the person or persons interested.

The pupil should take people into his confidence on his condition, and have written on the front page of the book, the following:—"I AM FOLLOWING A COURSE OF TREATMENT FOR THE CURE OF MY STAMMERING, AND AM FORBIDDEN TO SPEAK TO ANYONE FOR SEVEN DAYS. IF I ATTEMPTED TO SPEAK NOW, I COULD NOT."

This information will interest your acquaintances and instead of remaining your criticisers, they will become your sympathisers. They will assist and encourage you to carry out your treatment, and give you many a cheering word, that will help you on to success. You will find their help and friendship much more comforting than their previous attitude towards you, and your burdens will not be so difficult to carry.

Of course, I know that many stammerers and stutterers are so full of false shame, and self-conceit, that they will resent this advice, and be content to go on in their vain attempt to deceive the public as to the severity of their affliction. Let me tell them, that it is themselves they are deceiving; and that thousands who have suffered as they are now doing, and who have become cured, owe their cure in a great measure, to the help and sympathy they received through reposing their confidence in those whom they were intimately connected with.

There are, at this present moment, 50 pupils in my institution, all of whom are on silence treatment. Among these are young college students, clergymen's sons, and young ladies from the best homes in the Kingdom. All of these faithfully adhere to the principles already encouraged in this work; and I do not think that there are any, who, now that they have had the matter sensibly laid before them, feel one bit ashamed at the practice of their new experience. Indeed, many, feeling the great benefit they have derived from this silence course, often elect to continue with it for a longer period.

THE FIRST WEEK.

Practice of the mind's control over respiration.

Now that the pupil knows that he should go through the first week's tuition by the strict observance of silence, when in the company of other people, it must be taken for granted that he will do his utmost to fulfil this disagreeable though very necessary obligation.

If possible, he should endeavour to arrange at least a week's vacation from his business, so that he can more conveniently, and with less discomfort to himself, practise the prescribed regime. He should endeavour to keep isolated from conversation as much as possible, so that the chances of his being tempted to break silence may be lessened. To talk to others, and to talk to himself, is to the stammerer, totally different. He experiences no difficulty whatever in reading or declaiming to himself; in fact, he very often enjoys the solitude of such moments, so that he can hear the fluency of his speech undisturbed by fear or emotion.

To encourage the pupil to court such opportunities during this silence period, I have arranged the following vocal and breathing exercises, which should be practised at every convenient opportunity when alone in a room, or preferably on the hills, or in the

fields, where the full power of the lungs can be exercised, without encouraging the interference of casual investigators.

Breathing Exercises.

First of all, the pupil must understand that there are various methods of breathing, but only one correct form. One individual will breathe from the chest; another from the costals; others from the diaphragm and abdomen. Occasionally we come across one who employs the most injudicious of all forms, the clavicular, or breathing by means of raising the collar bones. But really, the whole of the combined respiratory range, including chest, costals, diaphragm and abdomen, should be brought into play, so as to perform the natural movements of these functions; and in order to make easy the cultivation and the development of these combined respiratory muscles, I have individualised the process of breathing, so that the pupil may exercise the parts separately, and more readily understand the natural movement of each function singly, before he attempts their combined performance.

Chest Breathing.

The breath should be taken freely and forcibly through the air passages of the nostrils. The air must be directed by the dictation of the mind to fill and expand the walls of the chest. The pupil must be conscious of the quiet and gradual expansion of the chest during this inspiration. He will feel

the rising of the chest, forcing against the palms of the hands, during this exercise. The inspiration should be quietly made. There must be no straining of the facial muscles, and no sound of the breath during its passage through the nostrils. Inhale through the nostrils, and exhale through the mouth.

The lips should be firmly but loosely held together. The head erect and shoulders well back. The hands should be placed on the chest, as indicated in the following diagram.



The pupil should be strictly methodical, and exercise perfect control over inspiration, breath interval, and expiration. To exercise and develop the practice, he should mentally and slowly count 1, 2, 3, 4, 5, 6, during the inspiration. At the breath interval, he should hold the breath while he mentally counts 1, 2, 3; all the time keeping the mouth quietly and naturally closed. The expiration should be made while he again mentally counts 1, 2, 3, 4, 5, 6, but the mouth must be widely opened to allow the free and unimpeded passage of the breath during exhalation. The gradual rising and falling of the chest should be plainly visible. Five minutes' practice of this, several times a day for a few days, will create wonders in mind control over inspiration, interval, or breath holding, and expiration.

Costal Breathing.

Place the hands on the ribs, just below the armpits, as shewn in the diagram.



Close the lips and inhale six seconds, as in chest breathing. Have the mind firmly fixed on the current of air on its inward passage, and be certain that the ribs rise and expand during this process. The breath should then be held for three seconds. No relaxation of the respiratory muscles must take place at this period. The mouth should then be well opened, and the relaxation of the ribs, and expiration of the air, made at the same rate as in chest breathing. The pupil should feel the ribs gradually falling during this exhalation. Keep this exercise up for five minutes, and practise as often as convenient.

Diaphragmatic Breathing.

The diaphragm is situated at the basement of the lungs, and controls the respiration, during both inhalation and expiration. A spasm of this organ will at once cause an interrupted and jerky action of the current of respiration, which in turn will affect the vocalisation. Indeed, only by the undisturbed action of this respiratory centre, is the perfect and normal vocalisation of the breath made possible.

The hands should be placed on the diaphragm, midway between the chest and abdomen, as shewn in the diagram.



A deep inhalation should then be taken as in the other exercises. The breath must be mentally directed, and the pupil should feel the extension of the diaphragm against the palms of the hands. After the inspiration has been made, the diaphragm should be held firmly against the hands for the space of three seconds, and then be allowed to slowly deflate, while the breath expires through the mouth. The careful and continued practice of this exercise is of paramount importance.

Abdominal Breathing.

Abdominal breathing is commonly known as deep breathing. It is a form of breathing which should be sedulously practised and developed by everyone, for these reasons. First of all, the air passes on its downward passage through the lungs, expanding the chest and costals ; then forces the downward action of the diaphragm into the abdomen, to complete the extension of the whole respiratory range. In a word, deep breathing is a combination of all forms of breathing. We take in more air by this method. The diaphragm is kept fully employed, and is less liable to develop a spasmodic action ; the elasticity of the compages is cultivated ; we breathe freer and easier ; and it is for these reasons, that this method should be adopted.

Place the hands on the abdomen, as indicated in the diagram.



Inhale, as in the previous exercises, mentally counting 1, 2, 3, 4, 5, 6. Keep the abdomen firmly extended against the hands for three seconds, then carefully exhale through a well-opened mouth; at the same rate of counting as in the inspiration. This exercise cannot too frequently be repeated. Before retiring, while lying in bed, anywhere, whenever a few quiet moments can be spared to practise it.

After each exercise has been thoroughly learned, the prolongation of each part may be increased to—Inhalation, ten seconds; Interval control, five seconds; Expiration, ten seconds, or even longer. This is important, as the longer the duration, and the greater the intensity under which the respiratory action can be kept under the mind's control, the stronger and firmer becomes their co-ordination; and the easier will be their task, when assisting in the business of speech.

The Art of Breathing.

By the kind permission of Messrs. E. Gould & Son, Publishers, 59 Moorgate Street, City, E.C., I am enabled to give from "Stammering; its treatment," by Dr. E. B. Shuldham, the following very judicious and valuable extracts, which to my mind, are of incalculable value to the stammerer.

"In walking fast, in running, in jumping, in lifting a heavy weight, how is it that some of us get scant of breath? For want of physical power, and for lack of art in breathing. In singing, in long-continued speaking, shortness of breath likewise results under similar conditions, viz., physical weakness and lack of art. Let us dismiss the first, as physical weakness is rather an accident of birth and structure, and therefore less remediable; whereas lack of art flows from a lack of education, and education lies in the power of all.

"This then, being the case, breath-taking is not so simple a matter as at first sight it appears to be; for as soon as any pressure is put upon the lungs in the way of general bodily or localised muscular exercise, we find that this pressure is best borne by the most intelligent and the best trained; it then becomes essentially a question of art, a matter for thought and education. 'How do we breathe?' 'We breathe by letting fresh air flow into the lungs, and stale air flow out of them. We breathe by a muscular effort, an effort that has been called into action by a nerve stimulus.'

"Here are the lungs waiting to be stocked with air, warehouses ready to be filled in basement, first or second storey; there are cranes, pulleys, and ropes ready to do the storage. Which is the most important part of our warehouse, which will stretch most to accommodate the goods? Why, the basement. The bases of our lungs fill best, most easily, and the parts below the bases are most accommodating; therefore that form of breathing called by some authors the abdominal, and by others the diaphragmatic, is the one which should be adopted for physiological reasons.

"When we take in breath, the lungs expand and down goes the diaphragm lift, with the lungs resting on the upper surface; when we let out the air from the lungs, up goes the lift and carries back its passengers quietly and with great care.

"But there are other ways of breath-taking besides by the use of this muscular lift. There is the lateral or costal method, or breathing by the ribs, and there is the clavicular, or breathing by the collar bones. Now, when we mark out all these methods specially, we do a right thing, for we draw attention to the physiology of breathing, and we individualise the methods; but truly, there can be no breathing by the diaphragm without some use of the ribs and the muscles that set those ribs in motion, therefore these two forms merge into each other, only with this difference, that the use of the diaphragm should be thought of first, and the use of the ribs should be an after-thought in this great art of breathing. In the effort to fill the lungs with air, we find that, as there is less opposition to lung-expansion from below than from the bony corset above and at the sides, therefore to breathe by the diaphragm is less fatiguing, and also allows of greater lung-expansion. Can we hesitate then, to choose it?" "Now, as we have spoken of breath-taking, or inspiration, we should have a few words for breath-parting-with, or expiration. The breath taking should be handed over to the care of the diaphragm and ribs, and therefore ribs and diaphragm should again do their service in driving out the air from the lungs. Both processes require judgment. Unless the lungs are well provisioned with air, we cannot carry on the business of speech or song with activity; and unless we part with our stock with judgment, our respiratory

affairs become embarrassed, and in desperate cases become bankrupt. In plain English, an artist must learn to expire, to part with breath, just as much as to inspire, or take in breath. His inspiration should be quietly made, without effort and without sound, almost without sign, with closed lips for speech, so that the air should travel first by the nostrils to the back of the throat, and then well warmed should reach the lungs. The head should be erect, the muscles of the neck free, the shoulders thrown back, the chest thrown forward, and both chest and abdomen free from all restraint of tightly fitting dress. Then, as air is taken in by the nostrils, or by the open mouth, the muscles of the abdomen should relax, and the speaker or singer should almost feel the diaphragm descending, the ribs rising, and the abdomen filling out. I say *almost feel*, he should never be painfully conscious of this act of breath-taking, as then it will at once become a forced muscular effort.

"The breath-taking should never be spasmodic, nor hurried. This comes of too frequent inspirations, and lack of art."

I have dilated upon the necessity of careful practice in respiration; not because I think it imperative that the stammerer must cultivate an increased breath capacity. That idea so ardently advocated by many authorities, I entirely disagree with. It is, as our very sincere and painstaking

Dr. Shuldham points out, that the whole aim should be to cultivate art and judgment in control over inspiration and expiration.

Stammerers do not stammer because they are deficient in breath range. They are no more deficient in that respect, than they are in the organic construction of their vocal and articulating mechanism.

It is deficiency of control over these functions during conversation that is their weakness ; therefore control must be cultivated, and unless the organs, whether those of respiration, articulation or vocalisation, are exercised by a well-balanced mind and determined will, their responses will continue to be unsatisfactory, however much organic development has been attained through the muscular exercise.

Vocal Exercises.

The necessary and lengthy description of how the breathing should be practised, and which has occupied so much space on the preceding pages, has probably led the pupil to believe that his whole attention for the first week must be given to Breathing Exercises alone. This is not so. These would soon become so monotonous, especially to a pupil on silence treatment, that he would either get tired of the work, or do it in such a mechanical and unbusiness-like manner, that no beneficial result would follow.

There is more to be done than the cultivation of the elasticity and control of the respiratory

organism. Important as that is, the flexibility and control of the natural movements of the facial and articulating organs, and the daily practice of the vocal chords, are equally as indispensable.

The pupil must first of all practise every organ associated with the formation of speech sounds, both in their separate and combined action, before the actual training and practice of sustained and forceful utterance is commenced, in the following week's exercises.

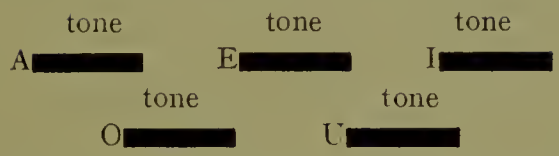
IT MUST NOT BE SUPPOSED THAT STAMMERING AND STUTTERING CAN BE CURED BY PRACTICES IN THE PRONUNCIATION OF THESE DETACHED SOUNDS. THESE EXERCISES ARE CHIEFLY FOR THE BUILDING OF A FOUNDATION UPON WHICH TO COMPLETE THE CURE; AND EMBODY ONLY THE FUNDAMENTAL PRINCIPLES UPON WHICH CONTINUOUS AND GRACEFUL UTTERANCE IS PRODUCED.

Careful attention should be given to the natural and direct downward movement of the lower jaw, the graceful and flexible action of the lips; and above all, the free and delicate manipulation of the tongue. If good results are to be obtained, the pupil must exercise with great determination and judgment. He must go slowly, and above all, his will must be aroused to fight this week's battle, with all the open-hearted strenuousness that he is capable of.

Vowel Practices.

First Exercise.

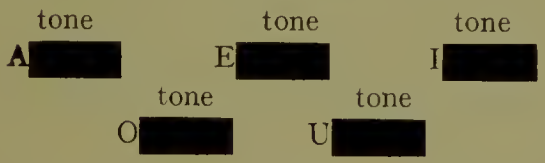
Natural tone of each vowel.



Inhale as in abdominal breathing. Exercise control for three seconds. Then open the mouth to its fullest extent, and in a firm round voice, utter the vowels all on one breath, dwelling two seconds upon each sound. There must be a continuous and uninterrupted volume of sound throughout the exercise.

Second Exercise.

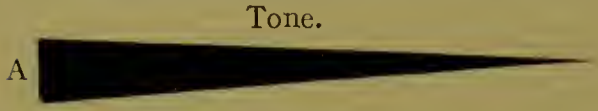
Explosive tone of each vowel.



This exercise is the same as the above, but the full force of the voice must be used. There must be no distortion of the mouth; nothing but the free and natural movement must be practised.

THIRD EXERCISE.

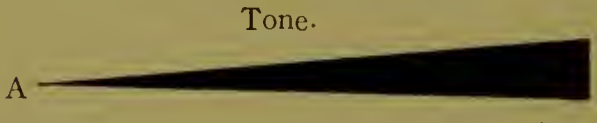
From full force to a whispered utterance.



This exercise is somewhat different from the first and second, as each vowel sound must be vocalised singly, on one prolonged utterance; an inhalation to be taken for each vowel. Inhale deeply, hold the breath quietly under control for several seconds, then explode the vowel A, as indicated in the above diagram, and gradually die down to a whispered utterance. Repeat same on each vowel.

FOURTH EXERCISE.

From whispered utterance to full force.

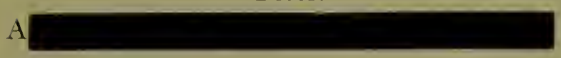


This is the reverse of the preceding exercise. The inhalation should be made as before, and the same control exercised. The lips should then quietly separate, and at the same time, the whispered A sound should be vocalised. This sound must gradually increase as indicated in the above diagram, and when at the full pitch of the voice, the sound should be abruptly stopped. Repeat on each vowel.

Fifth Exercise.

Prolonged Natural Tone.

Tone.



Practice of duration, and sustained forceful utterance, is the object of this exercise. The pupil should carefully inhale as in the other exercises; then in a round, firm, natural tone, prolong the A sound as indicated in the tone example, until the breath becomes exhausted, keeping the tone as firm and as even as possible. Repeat on each vowel. Prolong the sound fifteen seconds for the first few practices; afterwards gradually increase the duration. A pupil with a good respiratory range well under control, can, after a few weeks' practice, keep up a continuous sound from thirty to forty seconds, or longer.

Sixth Exercise.

Whispered tone to full force and back to whispered utterance.

Tone.



This is a combination of exercises 3 and 4.

Begin at the whispered utterance, and gradually increase the tone, till the full volume of the voice is reached; then just as gradually die down, as

indicated above, to the whispered utterance. Repeat same on each vowel, taking a deep and full inspiration for each.

The foregoing exercises are of such a simple nature, that, were it not for the fact that many stammerers experience much difficulty on the vowel sounds, any further explanation on the subject would be unnecessary. I do not for one moment anticipate, that any pupil, however much difficulty he may experience on the vowels in conversation, will have the slightest fear of stammering on these exercises; for these are intended to be done when alone, and stammerers do not stammer when alone; but for the guidance of those who are vowel stammerers, I will, in another chapter, give a full explanation of the cause, and the prevention of the impediment.

Practices on Articulation.
with explanations.

We now move on to a more difficult series of exercises, necessitating the utmost care in their performance. Here the pupil has to practise the most complicating manipulations of the articulating mechanism. Not only this, but articulation cannot be carried on without vocalisation. Perfect harmony must reign between these two forces. Their firm unity is of the utmost importance. There are so many different combinations of consonantal sounds, that there is no occasion for surprise that this form of

stammering is greatly in excess of vowel stammering. It is therefore imperative that greater care should be exercised in their practice. Of course, I do not expect that any stammering will be experienced in these practices, any more than in the vowel exercises ; but the mind's concentration must be steadfastly fixed upon every action, and the will aroused to its responsibility.

IMPORTANT.

CONSONANTAL SOUNDS ARE ALL MORE OR LESS DIFFICULT TO THE STAMMERER. THE GREATEST DIFFICULTY IS EXPERIENCED WHEN THEY BECOME THE INITIAL SOUND OF A SYLLABLE OR WORD. THIS IS ACCOUNTED FOR BY THE FACT, THAT THE ORGANS BEING OUT OF CONTROL, ARE INVARIABLY IN A POSITION WHERE THEY SHOULD NOT BE. THE PUPIL MUST PREVENT ANY SUCH OBSTRUCTION OCCURRING, BY IMMEDIATELY AFTER INHALING, AND BEFORE ATTEMPTING TO SPEAK, SEPARATING ALL THE ARTICULATING ORGANS BY THE SIMPLE ACTION OF SLIGHTLY DROPPING THE LOWER JAW. THIS WILL SEPARATE THE LIPS, PREVENT ANY POSSIBLE CLEAVING OF THE TONGUE TO THE ROOF OF THE MOUTH, AND LEAVE ALL THE ORGANS IN THEIR QUIET AND NATURAL POSITION. NOT ONLY THIS, BUT BY COMMENCING WITH AN OPEN MOUTH, VOCALISATION IS SET GOING BEFORE THE ORGANS ARE BROUGHT TOGETHER. IT THEN HARMONISES WITH ARTICULATION, AND MUCH OF THE ABRUPTNESS AND HARSHNESS OF THE CONSONANTS IS AVOIDED.

The five different sounds of each of the following consonantal exercises, should be articulated all on one breath. A deep inspiration, lasting from three to four seconds, should be taken at the commencement, and the pupil should dwell two seconds on each sound.

sound BA. sound BE. sound BI.

sound BO. sound BU.

B is a labial explosive consonant, and is articulated by the abrupt separation of the lips. Stammerers invariably experience a difficulty on this sound. Their weakness is to press the lips too tightly together at the moment that they should separate them. To avoid this confusion, it should be remembered that care should be taken that the lips are slightly apart before any attempt is made to articulate a syllable or word commencing with a B sound.

BLA. BLE. BLI.

BLO. BLU.

The B is simultaneously followed by the tongue coming in contact with the posterior surface of the upper front teeth, the L sound following on its separation.

BRA. BRE. BRI.
BRO. BRU.

B is sounded as before, the tongue is then curled back, and simultaneously brought forward to produce the vibrant R.

CHA. CHE. CHI.
CHO. CHU.

C is a superfluous sound, similar to S, as in "cent," and K, as in "cork." Therefore the modifications of the mouth are the same as in the K and S sounds. Only in combination with H, as CH in "church," "cheese," etc., is the letter C independent of S or K.

DA. DE. DI.
DO. DU.

D is a dental consonant, formed by the tongue coming in contact with the upper incisors. Keep the tongue well away from the teeth, until the action of the jaw is set going.

DRA. DRE. DRI.
DRO. DRU.

After articulating the D sound, perform the vibrant R, the same as before.

FA. FE. FI.
FO. FU.

F is a labio-dental, and is produced by the lower lip coming in close contact with the upper

dentals. A current of air which escapes, produces a fricative noise, which does not terminate until the posture of the organs is changed.

FLA. FLE. FLI.
FLO. FLU.

Place the upper lip and dentals in position for F, and immediately after the sound is produced, place the tongue behind the upper dentals, and produce the L sound.

FRA. FRE. FRI.
FRO. FRU.

After performing the F formation and sound, the tongue should be carried backward and then forward, to give the R sound.

GA. GE. GI.
GO. GU.

G is a guttural, and is formed by the back part of the tongue coming in contact with the soft palate.

GLA. GLE. GLI.
GLO. GLU.

Following the G formation and sound, the tongue must again be applied to the dentals, to perform L.

GRA. GRE. GRI.
GRO. GRU.

R follows after G, as in BRA.

HA. HE. HI.
HO. HU.

H is an aspirant consonant, and is toneless. The mouth should be well opened, as if to vocalise the vowel A. The aspirate sound is caused by the forced current of air escaping through the mouth.

JA. JE. JI.
JO. JU.

J is a marginal, and is sounded by the front portion of the tongue being placed in contact with the hard palate, and causing the breath to escape down the centre of the tongue and teeth, as the organs are again separated. producing a fricative sound.

KA. KE. KI.
KO. KU.

K is a guttural, formed and sounded by the back of the tongue coming in contact with the soft palate, and then abruptly separating, causing an explosive clicking sound to occur.

KLA. KLE. KLI.
KLO. KLU.

After sounding K, the L formation and sound should follow as in the other exercises.

KRA. KRE. KRI.
KRO. KRU.

R follows after K, as in BRA, etc.

LA. LE. LI.
LO. LU.

L is a liquid consonant, and is sounded by the apex of the tongue coming in contact with the posterior surface of the upper front teeth.

MA. ME. MI.
MO. MU.

M is an explosive consonant, and only requires the simple closure of the lips, and their simultaneous opening, to produce the sound.

NA. NE. NI.
NO. NU.

N is a nasal dental, and is formed by the tip of the tongue coming in contact with the upper incisors. The sound vibrates through the nasal passages.

PA. PE. PI.
PO. PU.

P is a labial, and the formation of the lips is identical with that of B. The explosive P occurring when the lips are separated.

PLA. PLE. PLI.
PLO. PLU.

After sounding P, repeat the same L formation as in BLA, etc. PH. is the same as F.

PRA. PRE. PRI.
PRO. PRU.

The R is sounded as in BRA.

Q is a superfluous letter ; the formation and sound being the same as K.

RA. RE. RI.
RO. RU.

R is a liquid consonant, having several vibrating sounds depending upon its combination with other letters. The tongue is turned upwards and backwards, to arrest the current of air, which afterwards vibrates over its surface, as it is being brought back to its natural position.

SA. SE. SI.
SO. SU.

S is a dental consonant, and is produced by a fricative noise, made by the hissing of the breath through the teeth, the lips being drawn across the teeth, so as not to obstruct the passage of the sound.

SHA. SHE. SHI.
SHO. SHU.

SH is produced by a heavy effusion of the breath, the lips being protruded to produce the desired sound.

The following are also double and compound consonantal formations, commencing with the letter S, and commonly used as initial syllables.

SHRA. SHRE. SHRI.
SHRO. SHRU.

SKA. SKE. SKI.
SKO. SKU.

SKRA. SKRE. SKRI.
SKRO. SKRU.

SLA. SLE. SLI.
SLO. SLU.

SMA. SME. SMI.
SMO. SMU.

SNA. SNE. SNI.
SNO. SNU.

SPA. SPE. SPI.
SPO. SPU.

SPLA. SPLE. SPLI.
SPLO. SPLU.

SPRA. SPRE. SPRI.
SPRO. SPRU.

SQUA. SQUE. SQUI.
SQUO. SQU.

STA. STE. STI.
STO. STU.

STRA. STRE. STRI.
STRO. STRU.

SWA. SWE. SWI.
SWO. SWU.

TA. TE. TI.
TO. TU.

T is a dental consonant, and is formed by the tip of the tongue coming into quick contact with the upper incisors. The explosive of the T sound occurs with the sudden removal of the tongue from the dentals.

THA. THE. THI.
THO. THU.

TH is also a dental, but not an explosive one. The upper and lower incisors are held slightly apart, and the tip of the tongue coming in contact with them at the aperture, resists the effusive flow of breath as it passes through the teeth, causing a fricative sound to be produced.

THRA. THRE. THRI.

THRO. THRU.

TRA. TRE. TRI.

TRO. TRU.

In joining the R sound after T, the tongue does not require to be thrown back as in BRA, PRA, etc. Immediately the explosive T is produced, it is only necessary to bring the tongue forward, and cause the vibrant, to produce the R sound.

VA. VE. VI.

VO. VU.

V is a labio-dental. Its formation is quite as simple as the labial. The lower lip is brought in contact with the upper dentals; the V sound occurring as the lips again separate.

WA. WE. WI.

WO. WOO.

W has a double value, as a consonant and as a vowel. It is a ligature rather than a letter, and being produced by the protrusion of the lips, belongs to the labial sounds.

YA. YE. YI.

YO. YU.

Y is sometimes a vowel, but when used as the initial sound of a word, it has a consonantal formation. The sides of the tongue come in contact with the molars, and the sound passes down the centre of the tongue through the mouth, similar to J.

ZA. ZE. ZI.

ZO. ZU.

Z is a sibilant sound, similar to a voiced S sound as in zeal, and is produced by the upper and lower incisors coming in contact with each other, while the breath causes a fricative sound in passing between.

These consonantal prefixes, of which I have given 235, are all more or less commonly used as INITIAL CONSONANTAL SOUNDS. They may not represent the whole of the initial consonantal syllables of our language, but they are common in practice ; and it is of paramount importance to the stammerer, that great care should be exercised in the articulation of every given sound. When we compare such a number of difficult consonants, against the few vowel sounds, which we are in the habit of using, there can be little wonder that consonantal stammering is exceedingly in excess of vowel stammering. These exercises, as before stated, are not for the pur-

pose of cultivating great muscular development of the vocal and articulating mechanism. Development is certain to follow. But what is required, is the discipline of the organs to the obedience of the mind's dictation. Mechanical obedience will effect nothing. The mind must become master. Even after these exercises have been carefully practised in private, for a considerable time, the same care must be exercised in their utterance during conversation, if absolute command over the organism, and th development of co-ordination is to be brought to the required efficiency.

THE SECOND WEEK.

The pupil, if a conscientious and determined one, will by this time, in spite of a week's silence, have put in sufficient respiratory, vocal, and articulating exercises during the past week to establish the foundation of a permanent cure. This foundation must be maintained and built upon. The exercises of the preceding week embody the principles upon which his future conversation must be based; and unless he is prepared to exercise the same control over himself in public, as he has done during his week's exercise in solitude and silence, he will soon find that the foundation he worked so hard to establish, instead of being daily developed, will become undermined, and as unreliable as before.

These exercises of the respiratory, vocal, and articulating muscles, must still be carried out. It must not be supposed that one week's practice is sufficient to bring about a state of control, and adequate response of the functions under the mind's dictation, to ensure perfection in speech at all times. It must be remembered, that up to now, the pupil has been only practising what he, and all other stammerers could do before commencing treatment, viz. :—to speak fluently when alone and unobserved.

He must not discontinue these practices. A week is not sufficient to establish perfection and ability to correctly and artistically exercise them, even in solitude. But he has now become familiar with this work, and has reached a stage where greater acceleration is permissible. If he is at all ambitious, he will be ready and willing to practise exercises that will assist him in attaining greater progress and efficiency.

The Value of Reading Exercises.

Reading alone in a room will not cure stammering. If it would, there could be no simpler remedy. Every stammerer or stutterer of the severest type is capable of doing this, and a large number of sufferers, almost daily read aloud to themselves; not with any idea of eradicating their affliction by this practice, but simply because it affords them unbounded pleasure to listen to the fluency of their voices; a pleasure denied them in the presence of others. It is this self-conscious feeling of being observed, that distracts the mind's attention from its duty, and leaves the organism undisciplined and erratic in its utterance.

Reading exercises can only be useful to the stammerer in assisting him to cultivate a deliberation and firmness that will serve and help him in the carrying out of his conversation, now that he has

reached that stage where the cultivation of speech is necessary to further his cure. Even greater care must be exercised in reading than in the consonantal sound practices, for we are now giving our attention to phrases and sentences, a step nearer to the establishment of prolonged utterance.

Phrases must be read slowly and deliberately. At the end of each phrase or sentence, there must be moments of silence given to respiration, control, and the determining of how to proceed with the next line. During this exercise, the mind must act with forethought and precision. It must not for one moment relax its connection from the responsibility with which nature has endowed it. The will must at the same time be aroused to a firm determination to carry into practice during conversation, these self-same principles, and to cultivate a resourcefulness that will act as a stimulus to the mind and body, whenever the more difficult performance of reading or speaking in public is attempted. In a word, the will must be aroused to the fact that the stammerer reads and speaks fluently when alone, with the same mind and organs that are sometimes so incapable of performing before an audience, and that if it is possible to always read and speak fluently when alone, and to sometimes do these same things fluently before an audience, then it is the will's duty to determine the necessary action of these functions at all times.

Reading Exercises.

The Method to Practise.

The pupil should for the first few days, regulate his time measure to not more than 80 syllables to the minute. Having started his metronome, he must seat himself before his book and mirror, as illustrated in the diagram. It will be observed that these reading practices also embody careful and systematic breath control, which, in turn, will develop into the permanent co-ordinate action of all parts concerned in these exercises.

Now to practice. Select for the first few days, Hood's "Bridge of Sighs," from the treatise. The lines are short, and the words in many cases are of several syllables, affording abundance of opportunity to practise syllabication. Nothing can be more simple than the following illustration of how the reading should be practised. I give one of the verses from the above poem, and the method by which each line must be dealt with.

Metronome set at 80 *beats to the minute.*

BEFORE COMMENCING EACH LINE, A DEEP INHALATION SHOULD BE TAKEN, AND AFTERWARDS A SHORT PERIOD OF CONTROL SHOULD BE EXERCISED; THREE BEATS OF THE METRONOME FOR INHALING, AND THREE FOR CONTROLLING THE BREATH, AS

FOLLOWS :—Read each syllable separately, to one "tick" or "tack."

Tick	Tack	Tick	Tack	Tick	Tack
Make	*no*	*deep*	*scru*	*ti*	*ny*
In	*to*	*her*	*mu*	*ti*	*ny*
Rash	*and*	*un*	*du*	*ti*	*ful*
Past	*all*	*dis*	*hon*	*our,*	
Death	*has*	*left*	*on*	*her*	
Only	*the*	*beau*	*ti*	*ful*	

The pupil should go through the whole of this poem, in the manner described, several times a day for the first three days; keeping the metronome at 80 beats to the minute, the whole of the time. The practice should never be allowed to become monotonous. The conscientious pupil will avoid any tendency towards monotony; for he will be alive to the fact that his position demands an extra stimulus, to regulate and develop a rhythmical flow of speech.

During the next two days, the rate of reading can be increased to 85 syllables to the minute; and poems of longer lines should be practised. This affords practice for control over the articulating organs, at an increased speed of manipulation, and control of respiration at a greater rate of expenditure.

For the remainder of the second week, 90 syllables a minute can be practised. Three practices daily, of at least half-an-hour each, will work wonders at the end of this week, if the pupil is deeply in earnest about his cure. It must not be forgotten that during this second week, the pupil is not following SILENCE TREATMENT. He is now privileged to converse with friends and acquaintances, but he must do this judiciously, and endeavour to follow out the principles of respiration, control, and syllabication, during this conversation, in the same manner as in his reading exercises.

After the pupil has thoroughly trained himself to read the lines in the syllabic order, as given above, he should practise the rearrangement of the initial consonants, as suggested in the chapter "How to avoid Consonantal Stammering," or if a vowel stammerer, as in the practice for vowel stammerers.

READING EXERCISES: HOW TO READ.

To enable the pupil to thoroughly understand how he should practise reading exercises, I must call his attention to the following diagram. This, at first sight, may not appear very instructive. But the following explanation should be sufficient to guide him to its usefulness, and a few short practices of a similar character to the one illustrated, should suffice to make him proficient in the exercsies.



Here we have a pupil sitting on a chair at a table. In front of him is a mirror, and before that is a book, from which he is reading. It will be noticed that the pupil has his hands firmly clutching the seat of the chair. On his left is a metronome (* *a music time measure*), the instrument that he must employ to guide him, since he has no living teacher to do the work and keep him obedient.

* N.B.—A metronome can be purchased at any music store at a cost of less than 10/-.

Now let me introduce the uses of these parts.

Firstly: The book is for the purpose of reading. It is important when reading, that the pupil should have his mind firmly fixed upon his subject; therefore I specially recommend that reading exercises should be practised out of this manual, "A Treatise on Stammering." It will keep the pupil interested.

Secondly: The mirror is for the purpose of showing the reader the exact manipulation of the articulating organism. It is also to encourage him to note daily, the improvement he has acquired in lip and jaw flexibility; and to notice the increased ease of his articulation, by the practice of these varied and indispensable muscular movements.

Thirdly: The hands clutching the seat of the chair, are to prevent the practice of clavicular breathing, or breathing by raising the collar bones. By this device, the shoulders are kept down, and the respiration can then more easily be directed to the diaphragm and abdomen. In fact, the pupil *must feel the expansion of the abdomen at every inspiration*, and be certain that the muscular movement of the respiratory range is at all times affected by either inspiration or expiration only.

Fourthly: We now come to the *mechanical* instructor, the metronome. Its uses are as practical and instructive to the "self-cure" aspirant of

stammering, as an atlas is to the geographical student without a teacher.

It is imperative that the pupil should commence to read and talk slowly, if discipline over his respiration, vocalisation, and articulation is to be cultivated. This mechanical "time beater" will keep him in check. It will assist him in following an evenness of rhythm, that would be almost impracticable without its use. The pendulum can be set to "tick-tack" to every syllable, from 60 to 120 syllables a minute. If the pupil sets the mechanical instructor to time, at 80 syllables to the minute, he knows that only by deliberately ignoring the time measure, can he get below or beyond this metre. Not only this; the pupil, after a few days' reading-practice at 80 syllables to the minute, should be sufficiently advanced to permit of a little quicker rate of reading. Here again, the use of this mechanical contrivance stands indisputable. There need be no blundering in calculation; the improvement can be built by stages and degrees, as the "tick-tack" can daily, if necessary, be quickened until 120 syllables to the minute are recorded. Let me here say, that the pupil's motto must be "HASTEN SLOWLY." An increase of five beats a minute, every second day, is quite sufficient, if a lasting foundation is to be established, and each day's improvement maintained and built upon.

THE THIRD WEEK.

Method to practise during conversation.

It cannot be too often or too clearly pointed out to the pupil, that his cure depends upon the determination he is prepared to put forth to conquer his infirmity. It depends also upon the amount of control and judgment he can acquire and develop over his respiratory, vocal, and articulating mechanism, when face to face with circumstances that are liable to confuse his thoughts, and disturb the mind's discipline over the duties it should perform.

His first thought should be, emotional control; the second, inspiration and its control; the third, judgment and control in the manipulation of the organism; that is, the tongue, lips, and jaw. Always have the mind fully concentrated upon, not those whom you are about to address, nor any other person or persons who may be in the room, but upon your method. For it must be remembered, that in proportion as the mind is fixed upon your method of speaking, the less danger there is of thinking about self, and the criticism of others. Therefore, to overcome self-consciousness, think of your method, and nothing else. Control, confidence, and courage

must be cultivated. Without determination this cannot be accomplished. Every time you have occasion to speak, no matter under what conditions or circumstances, be determined that you will take your time, and not allow any influence to hurry you.

Martin Tupper has very appropriately said, "Speech is the golden harvest, that followeth the flowering of thought." Now the stammerer does not exercise thought, judgment, or determination, and that is why he fails. He should, before attempting to speak, keep perfectly calm and silent, until he can say to himself, "I now feel quite collected, and am prepared to proceed." Having come to this state of calm self-possession, he should say to himself, "I must take a deep inhalation." Speech must not commence immediately after this inspiration has been made. The pupil has to cultivate control over breathing, as well as over his mind and other faculties. After he has inspired, he should hold the breath several seconds until he can again say to himself, "I feel quite cool and confident." He should then slightly open his mouth to separate the organs, and make certain that they are lying in their natural position, and not retarded by any unnecessary muscular tension. Having made sure that his mind, breath, and organism are in readiness, he should arouse his determination, and in the same cool and deliberate manner, (exercising perfect control over his organism), say his say, as slowly and distinctly as his articulating organs are capable of uttering it.

This must be his method of speaking at all times. It may seem slow and tedious, but it is essential and necessary. The pupil must not imagine that simply to speak slowly will cure stammering. It will not. He must, above all, think slowly. This thinking on the lines suggested, means the cultivation of judgment. The silent time interval, occupied during these moments of silence, means the cultivation of mind control ; and the determination exercised in the practice of it, is certain to strengthen the will and power of volition.

Try to dispel the idea that certain climatic conditions affect your speech, and that other circumstances, such as speaking to a person in a superior position to yourself, over the counter to a post office official, to a booking office clerk at the railway station, or to a stranger on the street, are impossible to you. Think slowly, and act slowly. Your speech is influenced by your mental and nervous condition. If your mind is peaceful and composed, your speech is quiet and easy. If disturbed, the speech is affected by this influence. If you hurry, such as rushing to a railway station, when you get there, your agitated physical condition will affect your speech. Go slowly, it keeps your mind quiet and undisturbed.

Should you occasionally stammer, do not let it upset you. Be plucky ! A temporary breakdown should inspire a challenge in you to increase your energy. Compare your speech with what it used to

be, and do not let the least indication of your former weakness be an excuse for a permanent relapse.

Do not be so foolish as to think that the harder and louder you shout the exercises, and the deeper you make your inspirations, the more perfect will be your cure. It is method you must practise, not madness.

The exercises are chiefly designed to train the mind by the organism. The mere shouting out of sounds, and the expansion of the breath range will effect nothing. Moreover, however judicious you are in the performance of these exercises, they will not cure stammering, unless you steadfastly, and with grim determination, follow the same principles in conversation.

Keep a pocket diary. Write down a resolution at the top of each day's page. Bind yourself to carry out throughout each day, certain conversational tasks, with persons to whom speech without stammering, was previously, to you, an impossibility. Resolve not to stammer. Commit yourself to follow the regime as prescribed in this "treatise," and make a note of each day's effort, and I will warrant that the single word "*determination*," will stand by you through it all.

Do not fail to do your exercises. They not only keep your mind alive to its duty; but also, keep you enthusiastic about your work, and continually

remind you of your efforts to effect a cure. Remember that you are a stammerer. It is your natural disposition that has made you one. To overthrow nature is a difficult task.

A man may be naturally very bad tempered. He may make thousands of resolutions to cultivate a sweeter disposition, and engage himself for years in endeavouring to succeed in his purpose. His success will depend upon the continuity of his efforts.

He may partially or wholly succeed; but as certain as he occasionally neglects to attend to the overthrowing of his bad temper, so certain, at these periods, will nature assert itself and destroy whatever slight advantage his exertions have in the meantime accomplished.

The stammerer, to fight against his natural weakness, must be resolute, firm, and persevering; even then he will find that to cultivate a second nature, contrary to his old one, is a task very difficult to succeed in.

To change habits may appear easy in theory; but their accomplishment in practice is a difficult matter.

Finally, do not be misguided by unqualified and self-dubbed speech specialists. You have more information in this "treatise" than they have ever learned from experience and practice. Do not let their advertising allure you. Keep your guineas;

and if you cannot overcome your speech impediment by "self-instruction," do not get discouraged. Whenever you can afford to do so, seek and enter a reliable institution ; one, which has for years, been firmly established, and where the principal is approved and recognised in his capacity by the Board of Education, and British Medical Association, and you may depend that you will be well served.

Remember, that when attempting conversation with strangers, you are about to speak to them with exactly the same organism by which you carry on fluent conversation with friends and acquaintances. Therefore, as the organism remains unchanged, no matter whom you are addressing, there can be no excuse for stammering, but lack of courage and determination to set your speech in action, and deficiency of judgment in keeping the parts concerned under proper control.

Avoid late hours, and dissipation of any kind, for any practice that will have a weakening effect upon the body and nervous system is certain also to affect the moral courage, which in turn, will affect the speech. Over-indulgence in the use of liquors and tobacco, will have the same effect upon the stammerer. But I do not agree with some authorities, who claim that the use of alcoholic stimulants and narcotics should be strictly avoided ; for in childhood, none of these have caused stammering, nor do they cause it in adults.

However, the pupil must be temperate in all things, for it is equally as harmful to be gluttonous over chocolates and ices, as it is over tobacco and beer.

Go slowly in whatever you do. Whoever else can afford to be hurried and impulsive, the stammerer cannot. He is certain to be of an irritable and confused disposition, but he must cultivate quieter and calmer habits. When about to do anything, do not get flurried over it, take your time.

How to make Progress.

Reading and Speech Making.

The pupil by this time, should fully understand how to practise all the exercises given in the first two weeks' tuition. He must still continue with the vocal and reading exercises; but having by this time become expert, he can move along more easily and practise more difficult exercises, with less strain than he could have done at an earlier stage. His daily regime this week should be.—*Morning*, 15 *minutes to vowel and consonantal exercises, and* 30 *minutes to reading practice. Afternoon*, 30 *minutes to reading. Evening*, 30 *minutes to repeating speeches from the "Treatise."*

It will be noticed that I have omitted Breathing Exercises this week. It is not now necessary to practise these separately, as the respiration and its control have abundance of exercise in each of the other practices.

We will commence the third week's reading, to 95 time measure of the metronome; and instead of practising on poetry, we will attempt the more difficult exercise of prose. The pupil should select his reading practice from one of the speeches in the "Treatise," or from any chapter in the work, of interest to him. I give the following example, selected from "John Adams' Supposed Speech," in the "Treatise," and recommend that the whole of the speech should be carefully practised as in the illustration given. Different prose readings should be selected daily, to vary the practice, and make it more interesting.

The metronome time now being set at 95, it is necessary to give four beats for inhaling; especially as the sentences of prose are generally much longer than the lines of verse. We will still adhere to three beats for control, as, by this time, the pupil has made progress, and is able to collect himself more readily. I shall not attempt to give an exact illustration of last week's reading practice; as prose, having such varying lengths of sentences and phrases, compared with the more even and rhythmical lines of poetry, requires a more variable and less uniform manner of delivery. Example as follows:—

FOUR STARS SIGNIFY A DEEP INSPIRATION TO FOUR BEATS OF THE METRONOME, AT THE COMMENCEMENT OF EVERY SENTENCE; THE THREE DOTS REPRESENT THREE BEATS FOR COMPOSURE AND CONTROL.

From John Adams' supposed speech.

Tick -	Tack	Tick -	Tack	Tick -	Tack	Tick -	Tack
*	*	*	*	·	·	·	*Sink*
or	*swim,*	*	*	*	*	·	·
·	*live*	*or*	*die,*	*	*	*	*
·	·	·	*sur*	*vive*	*or*	*per*	*ish,*
*	*	*	*	·	·	·	*I*
give	*my*	*hand*	*and*	*my*	*heart*	*to*	*this*
vote.	*	*	*	*	·	·	·
It	*is*	*true,*	*	*	*	*	·
·	·	*in*	*deed,*	*	*	*	*
·	·	·	*that*	*in*	*the*	*be*	*gin*
ning	*we*	*aimed*	*not*	*at*	*in*	*de*	*pend*
ence.	*	*	*	*	·	·	·
But	*there's*	*a*	*div*	*in*	*i*	*ty*	*which*
shapes	*our*	*ends.*					

It must be distinctly understood, that where the sentences are too long to read on one inhalation, another inspiration should be taken at one of the punctuations. The pupil must exercise his own judgment on his breath-taking. The foregoing is only illustrated for his guidance. It will require very careful and patient practice to thoroughly master this exercise; especially to keep in touch with the exact time of the metronome. But a few hours' practice should be sufficient to put a pupil on the "right road." Whatever he does, he must do

thoroughly, and never attempt to increase the speed until he has completely mastered his lesson, and become accomplished in its practice.

Speech Making.

After several days' exercise, he should be capable of increasing his time measure to 100 beats a minute. Every evening of the third week, he should practise in the house, before his relatives and friends, one of the speeches in the "Treatise;" standing at one end of the room, if possible, so that he can see his facial expression through a mirror at the other end; his book in one hand, and his judicious little "tick-tack" going at 95 or 100 to the minute on a table near by. He should proceed to address his audience, as though he were the author of the speech he had before him. Keeping time, time, time, syllable by syllable, to each beat of his metronome; making his punctuations as regular and as uniform in length, as though he were practising a simple reading exercise, and taking advantage of these pauses, so that he can inspire deeply and freely; collecting and controlling himself as though no other persons were in the room. A few practices like this will effect wonders in the way of building up his confidence, and in a short time he will have so thoroughly become master of himself, that he will, without the aid of his time measure, deliver any one of these speeches in such fashion that his friends will marvel, and will vainly attempt to imitate the

perfection in enunciation and control, which he has developed.

No practice for the cultivation and development of control over respiration and vocalisation is better than the careful observance of frequent phrasing and punctuating. During these moments of silence, which are occupied in grammatical and rhetorical pauses, the pupil should carefully survey the situation, and study carefully, not what to say, *but how to say it.* I do not recommend, as some authorities do, that a fresh inspiration should be taken at every punctuation. These often occur several times in one line. What the pupil has to practise, is judgment in breath-taking, and its economical expenditure during vocalisation. Of course, he could inhale at every pause or punctuation, and still be economical in the breath's usage; but such a system of inhalation is unnecessary and unnatural. What he most wants to develop is a rhythmical respiration. Sentences and phrases are so varying in length, that no special place can be pointed out where to breathe. Therefore the pupil must exercise judgment, taking care never to be scant of breath, and always remember that he can speak better off a full lung, than an empty one. He will find that to pause is not such a simple matter. It requires judgment and skill to accomplish it effectively. One thing is certain; that to keep silent at these intervals, for several seconds each time, during a lively discourse or conversation, is the

" par excellence " of control ; and the pupil who can do this at will is less liable to lose control of his organism, when once he has set it into operation.

It must not be forgotten that speech practice in conversation, is part of the exercise for the third week's tuition. Every opportunity to converse with friends and new acquaintances should be seized with almost feverish delight. But when you have confronted your man, do not allow yourself to get into an unpardonable haste in addressing him. Remember your breathing, give yourself several seconds to silence and control. This will bring about a state of self-composure and tranquillity. Then begin your conversation, not with over-eagerness, as has been your wont, but with the firm determination in your mind, that you will say your say, in a slow, firm, and methodical manner. You cannot carry your metronome with you on these occasions, but you must not forget its lesson in time and regularity. Do not be confused in your speech ; when you feel inclined to stammer, *stop*, and think. These moments are the foundation of control for the speech that has to follow. Imagine that you hear the beat of your little " tick-tack " guiding you in the rate of your syllabication, and timing you in your breath and control interval ; and your strict observance of method is certain to carry you through as faithfully as if you were simply addressing the furniture in your bed-chamber.

THE FOURTH WEEK.

The Further Cure: How to Proceed.

We now come to the most important period of our pupil's tuition. What has he accomplished so far?—Three weeks' training of his respiratory, vocal and articulating mechanism, under the direct dictation of the mind's control. He has gained increased capacity of the respiratory range, and the development and flexibility of his oral and articulating functions, together with the discipline of the mind's action, and its co-ordination with these parts under normal conditions of reading and speaking.

Is this sufficient to cure stammering? Probably, for a time. Will a continuance of such methods permanently cure the defect? Yes, to a certain degree. It is this continuity of discipline and control that must for all time be exercised if an avoidance of the impediment is to be permanently assured. The pupil, so far, has made wonderful progress. His position is undoubtedly a happy one. He foresees his longed-for hope—a certain cure. He has become master of himself so far as being able to read or converse with friends and acquaintances, in a slow, deliberate, and methodical manner, peculiar only to himself, is concerned. But life's oral limitations are not replete at this. Our pupil must MOVE ON, and

graduate in more difficult tasks, if he intends building up the courage and confidence he sorely stands in need of.

One thing is certain—the result of the last three weeks' experience has been an education and a revelation to him. He has found out what perhaps he never before imagined, that his organism has all along been capable of vocalising and articulating any sound, or sounds, whether detached or in the continuous formation of verse or prose. He now knows that his speech capabilities are almost unlimited. He recognises that what he can now perform in the way of fluent speech, is accomplished by the self-same structures that a few weeks ago, were miserably disappointing and unmanageable.

This arouses his wonder and astonishment. He probes into the matter. He makes the deepest investigation, as none but the stammerer can. What does he find ? That his present happy position is due, not to any removal of an organic defect, but solely and independently of all else, to the arousing of his determination to succeed in doing that which previously he had feared to attempt ; that is, to read and speak to an audience, and to court conversation instead of avoiding it. His courage so far has lifted him to what he now is. But he must not be satisfied with this partial success. He must remember that hitherto, he has not tested his speech under abnormal and exciting conditions. This is

where previously his courage has always failed him. Perhaps, sometimes he could speak fluently in a quiet and friendly conversation; but as soon as any extra stimulus became necessary to carry on debate, or heated discussion, he flinched from the responsibility, because there was insufficient development of will power and mind stamina, to face the abnormal situation.

I have said, and say again, that if a stammerer can talk fluently for hours, and even days at a stretch, when his mind has been in a normal condition, and has a paralytic seizure immediately he attempts to produce speech under the least exciting circumstances, the whole situation indicates that he is lacking in courage and determination when encountered or surrounded by such conditions; and that in face of these facts, no permanent good can result until he has thoroughly conquered these weaknesses.

I am satisfied that the concluding stages in the treatment of stammering should consist in training the pupil to calmly and coolly do those things under exciting and abnormal conditions which he would never before attempt. The whole object should be to test him, and train him to be as efficient under fire as he is in peace. This efficiency can only be accomplished by insisting upon the pupil courting debate or argument, or any other speech practice requiring the utmost coolness and self-control, under the most exciting influences.

The reason that other instructors fail in their treatment, is because they do not "move on." They continue to drill the pupil in the detached vowel and consonantal sounds, and some simple rhythmical reading exercises, the very things that gave him the least trouble, instead of practising him in the sustained and forcible utterance that he invariably fails in. I say, as I said in the beginning of this chapter, that our pupil must "move on." If I did not say so I should deceive him, and he would find that when he most needed the ability to give utterance to his thoughts under enervating circumstances, his condition of mind and nerve power would be inadequately trained to perform the task.

The past three weeks' exercise has fitted him well for the task. He now knows his abilities. He has developed sufficient courage and control to carry him successfully through the easy channels of normal speech. To all appearances he is a perfect cure. Certainly he feels himself an orator of the first water, in comparison to his former condition. But he now has to awaken to other responsibilities, and prepare himself in efficiency for more serious contingencies.

The regime as practised in the third week's tuition, should still be daily exercised. But the metronome measure may be timed to 110 or more, according to the pupil's proficiency. The pupil must take people into his confidence. Tell them why he speaks slowly. Let him solicit their help and

encouragement to assist him to carry on his more arduous but exceedingly beneficial practices. Surely there can be no more disgrace in the adoption of a method for the cure of stammering or stuttering, than the assistance of a crutch in affording a cripple relief for his infirmity, until his cure had been effected. This method, as detailed in the "Treatise" must be the stammerer's crutch. He must let it support him, and if it will support and carry him, he must be as faithful to it as its merits deserve.

HOW TO AVOID CONSONANTAL STAMMERING.

Consonantal stammering is the most prevalent form, and greatly in excess of the difficulties experienced on the vowels. The very fact that consonants are not only more difficult letters to attack than vowels, but are also more numerous, and in many different compound formations, which require a continuous and varying manipulation of the organism, explains the excess of this form of stammering over that of the vowels.

I do not approve of the extraordinary suggestions that some writers make, in their advice on "how to prevent stammering on the consonants," as I have clearly given my readers to understand that it is not a question of any alphabetical letter, but purely

one of the mind. One authority advocates the partial avoidance of every consonant, and the excessive vocalisation of the vowels, devoting nearly 200 pages to such practices, as in the following sentence :—

"*p*U*t m*Y *l*E*tt*E*r* I*n th*E *p*O*st b*O*x*."

Now the natural speaker does not have to resort to such measures to produce clear and distinct utterance. The adoption of this method, even if it prevents consonantal stammering, means the practice of an unnatural mode of speaking, necessitating the wilful avoidance of the use of the articulating organs, and the distortion of the facial expression by the vicious and intemperate use of the vowels.

Our pupil must aim to be a natural speaker. There must be no extraneous use of the organism, for it must be remembered that the stammerer possesses a speech mechanism of the natural order, constructed just the same as the person who can give intelligible utterance to his thoughts at all times. It is ridiculous to suggest that an unnatural manner of consonantal articulation should be adopted, when the organs are natural and normal. Can we expect to cultivate natural speech by such a method ? Furthermore, I am convinced that this avoidance of the correct and full consonantal articulation is distinctly harmful ; as, on the face of it, we see the cultivation of what the stammerer must most sedulously avoid, namely, lack of confidence and courage.

Of course, from my own personal experience, together with the knowledge gained from my extensive acquaintance with thousands of co-sufferers, I am well aware that the increased difficulties in articulating the initial consonants, arise from the fact that the consonantal stammerer looks upon these sounds as insurmountable. He thoroughly believes that, were there no such letters as consonants in our language, he would never stammer. Living in hourly and daily dread of these sounds only induces him to stammer all the more; especially on the most difficult dental and explosive consonants. But as the stammerer's disposition is an imaginative one, and he feels convinced that the initial consonant is the whole source of his trouble, we must try and dispel this delusion, by removing these supposed obstacles without in anyway robbing speech of its natural and fluent delivery, or employing the extraneous methods adopted in the practice of the partial avoidance of such sounds.

It is commonly known to all consonantal stammerers, that only where the consonant is the initial sound of a syllable or word, is any difficulty looked for. Thus the syllable *Tra*, commencing as it does with an explosive dental, would reflect such a picture of mental failure to the sufferer, that he would more often than not, stammer atrociously in attempting to articulate it. Whereas, if the spelling of the syllable were reversed, as "Art," commencing with a vowel, and ending with the explosive dental.

he would not fear the slightest trouble in its articulation, and consequently might scarcely ever stammer on this syllable. Now as a guide to stammerers who cannot help magnifying their troubles by entertaining the notion that initial consonants are their chief obstructions to be feared, I recommend in the following sentences, how, in many cases, to avoid the consonants as initial sounds, and yet give their true weight of expression by the mere rearrangement of the syllable. Let us take the following sentence :—

"A ten ton safe is built in Bir=ming=ham."

We find that in six instances the syllables commence with difficult consonants, two t's, two b's, one m, and one s. The aspirate is scarcely ever found to be a difficult sound. Now let us reconstruct this sentence, thus :—

" A*t* en*t* on*s* afe is*b* uilt in*B* ir*m* ing ham."

What has been done to make this sentence look so hideous, and yet so easy to articulate for the consonantal stammerer ? Why, simply the detaching of the initial consonants, and affixing them to the end of the preceding syllables. We find that the whole of the ten syllables commence with an open sound ; just the very thing that the consonantal stammerer wishes for. Of course I know that a quick sense of time is necessary to artistically employ the

use of this new arrangement. But we must remember that our pupil has first to learn, and daily practise such exercises, before he can thoroughly master them.

For the pupil's guidance, I will give the following few short sentences, which can be practised until they can be articulated as well one way as the other. The pupil should then attempt longer sentences of his own origination, until he has thoroughly learned how to rearrange his syllables to suit his convenience.

Examples :—

He took a pair.

Rearranged—*Het ook ap air.*

I shan't tell him.

Rearranged—*Ish ant ell him.*

To be or not to be.;

Rearranged—*eT oob ee orn ot oob ee.*

The pupil will notice that a small *e* is prefixed to the first *T*. This assists not only in starting the vocalisation, but when performed quickly and artistically, makes the delivery of the dental much easier. This should never be practised unless absolutely necessary, as it is apt to foster tricks and affectation.

Manchester is a fine city.

Rearranged—*eM anch est er is af inec ity.*

Here again is given a vowel sound to make the initial explosive come easier. It is a simple way of

starting such a difficult word, and it does not impair the enunciation if not too offensively used.

Whenever W is the initial sound of a word, and causes trouble to the pupil, he can substitute the prolonged vowel O; *i.e.*, oo, as in oo-ait for wait; and oo-ish for wish. Should Y be a difficult sound, it can be sounded as the prolonged vowel E; *i.e.*, ee, as in ee-outh for youth, and ee-ard for yard. I know that the methods as above suggested are liable to meet with the disapproval of those who can be critical on this point. It must not be forgotten, however, that I myself can criticise, and I know how unnecessary it is for a good speaker to adopt such measures. But the stammerer is not a good speaker, and can never hope to be so long as he will persist in magnifying the difficulties that consonants offer. Therefore, if we cannot get him to dispel the idea he entertains, we must, if possible, adopt such measures as will be to his advantage. If he can at all times fluently articulate syllables and words commencing with a vowel sound, and it is possible for him to rearrange words and sentences so that his obstacles are removed without interfering to a serious degree with the correct fricative sounds of enunciation, there can be no sensible argument against him following this course, at least until he has gained, through practice, sufficient confidence and courage to enable him to converse without the adoption of any deviating agency.

However, he must not adopt and cultivate this method as though his cure depended upon its use. He cannot cure himself by the mere rearrangement of his consonants. He will still possess a disposition to stammer, however much he avoids their articulation as initial sounds. If he learns to speak French, German, or any other foreign language, that will not change his disposition. He will stammer in every language that he can converse in. The object of these suggestions in "How to avoid consonantal stammering," is purely to show the pupil how to prevent stammering on these sounds. The practice will serve him until he has developed sufficient control over his organism, and toned up his disposition so that he can more gallantly and effectively face all sounds, whatever may be their formations.

THE CORRECTION OF VOWEL STAMMERING.

It must not be supposed that vowel stammering is a class by itself, and that this form of speech impediment is not found in combination with consonantal stammering. Vowel stammerers experience a difficulty on the consonants just the same as consonantal stammerers occasionally find trouble in vocalising the vowels. Unlike consonantal

stammering, which results from the injudicious manipulation and control of the articulating organs, vowel stammering results from inability to set the vocalisation going, and is generally aggravated by the contraction of the glottis, or the loss of control by the sudden stoppage of the respiratory current on its passage through the glottis.

The general symptoms of vowel stammering are :—The mouth flies open and remains stationary ; the sufferer stands in this condition transfixed, unable to utter a sound or word ; he feels a choking sensation, and makes frantic attempts to gasp for breath. The respiration being impeded by the contraction or closing of the glottis, and his inability for the moment to control the opening of it, causes the blood to rush to the face and head ; the veins of the neck swell, and the eyes assume a glassy appearance, presenting a very distressful and piteous expression.

So long as a rythmical flow of air is continually coursing through the glottis, vowel stammering is impossible ; and in the face of this fact, our pupil must give his attention to the correct and judicious management of the breath during vocalisation. It is impossible to vocalise any sound without breath ; so the first thing he must be certain of is, before attempting to speak, make sure that the glottis is open, so that a free and unimpeded flow of breath can be directed through it at will.

The difficulties attending vowel stammering are invariably experienced when the vowel is the initial sound of a syllable or a word, although sometimes a difficulty occurs when the vowel follows a consonant. This latter trouble generally arises after a fit of consonantal stammering, and may be regarded as a disharmony between articulation and vocalisation. These complicating causes and effects are unquestionably the result of the mind shirking its duty and responsibility, and the will power neglecting its necessary force of determining.

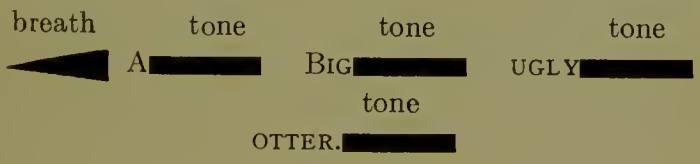
The stammerer who hesitates more on the vowels than on the consonants, does so, not because his glottis and vocal apparatus are a weak part of his speech mechanism, nor because they are deficient in comparison to those of the consonantal stammerer ; but simply because he insists upon imagining that the vowels are his greatest enemies through life, whereas there are no sounds so easy as these to deliver. They are, without exception, infinitely easier to vocalise than the mildest consonant is to articulate. This courting disaster, and this alone, is the whole source of the sufferer's downfall.

Having carefully practised the vowel exercises given in the first week's treatment, and convinced that he is just as capable of sounding the vowels correctly as the consonants, the pupil must commence with grim determination to do so at all times. I know that telling him to do a thing that

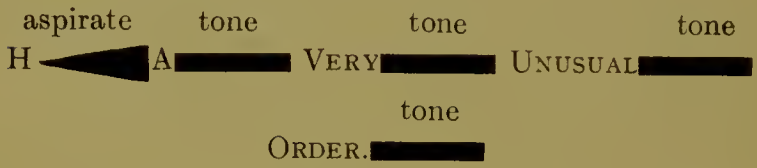
he has all his life failed in, is rather a large order ; but he has only failed under certain conditions. If, when his mind is in a normal condition, he has, all his life been able to vocalise these sounds, either when alone or in the presence of others, without stammering, and if immediately he becomes confused and agitated through fear of criticism, he commences to stammer, the whole phenomena points directly to lack of control and judgment over the use of the glottis and respiration, and not to any organic weakness.

What can be done by the organism when under the dictation of the mind when in its normal condition, should be possible at all times. If the speech fails when the mind is agitated and confused, or refuses to perform its duty, we must not blame the organism. It is the mind.

The first thing that the vowel stammerer should do before commencing to speak, especially if a vowel is the initial sound, is to make certain that the glottis is open, and the breath unimpeded. All that is necessary to do, is to exhale slightly before attempting to speak, and without in any way interrupting this unvocalised stream of air, very carefully attach the vowel to it, as in the following sentence :—



After a little practice, this breathing out of the vowel will become a simple matter, and will be done so quickly and artistically, that it will pass the notice of the most critical observers. A good plan for the first few days, is to aspirate the vowel whenever it becomes the initial sound of a sentence, in the following manner :—



This is certain to open the glottis to its fullest extent, and the vocalisation will commence clear and strong. Having succeeded in being able at all times to commence a sentence, the vowels following will offer scarcely any resistance ; as, the vocalisation being once set going, there is less danger of any disturbance occurring.

Besides, this improvement is certain to bring about the building up of the confidence and courage of the pupil ; and his mind, perceiving the possibilities of greater success, will arouse the will to its utmost capacity of determining and action, which is the condition, *par excellence*, that our pupil must develop.

HOW TO PERFECT THE CURE.

The perfection of the cure now rests entirely with the amount of determination and will power that the pupil is prepared to put forth to strengthen his present improvement, and to cultivate and develop a power of control over his utterance that will never forsake him.

If he is satisfied with himself, and cares not so long as he can converse with his friends and relations, the mere continuance of the last three weeks' exercises may afford him sufficient support to "muddle through." But experience has taught me that a pupil with this disposition, sooner or later becomes so careless that he will not even attempt to maintain his improvement by observing even a simple regime; and he invariably relapses into his former vices. If the building up of confidence and courage is the only way to firmly establish the permanent cure of either stammering or stuttering, what must our pupil do to accomplish this? He must do as I have done, and as hundreds of others who have been under my tuition have done.

I will now give some advice as to the course the pupil should follow during the perfecting of his cure; and feel certain that if he carries this out with enthusiasm and determination, the fear and dread

which previously prompted him to avoid such circumstances, will give place to a buoyancy and courage, that will inspire him to attempt even greater things. Court every possible opportunity of conversing with strangers and superiors, especially in public places and in shops where the attention of a number of listeners is concentrated upon you. Do not fear any man's censure. Let him know that you possess at least (to use a slang expression) some "gift of the gab." Drag him into argument. Debate with him. Tongue thrash him "hip and thigh." Not with the idea of gaining a point in your fiery discussion, but with the sole object of controlling your speech during such circumstances. Get up every morning with the firm determination to treat friends and strangers alike with conversation. At the breakfast table, pitch right into the coming events of the day, whether of a social or business character. Never get over-confident; that is a vice. When talking, bear in mind that you are merely practising how to speak slowly and deliberately, and to keep yourself under a perfect state of physical control and mental tranquillity. Should you meet any of your friends or acquaintances, when going to business, take your usual deep inhalation, and sacrifice a few seconds to calm and collect yourself. Then in a slow and measured metre, as though you were keeping time to your metronome, wish them a hearty "Good morning," and commence commenting upon the state of the weather.

These are practices that you have hitherto shunned, but as soon as you find that you are capable of being congenial, you will do your utmost to develop this valuable acquisition, and your friends will gladly welcome the change in you. At business, above anything else, tell your associates that your improved speech is due to your determination to be slow and methodical in speaking. Get them interested in you. Give them to understand that so long as you inspire regularly, and speak slowly and syllabically, you can keep your speech under control at all times. Ask them to kindly remind you, whenever you appear to be talking too carelessly, or out of your method. Defy them to catch you "napping," and this confidence that you have reposed in them will arouse their interest, and will encourage them to assist you to make perfect your cure. They will give you many cheering words, such as "How well you are talking!" "Do not mind talking slowly, we are happy and surprised that you can prevent yourself from stammering." "It is a pleasure to listen to you," etc. All these remarks are certain to comfort you, and to give you the assurance that others are equally as interested in your case as you are yourself.

This assists you to build up confidence; for now you feel that they who were previously your critics are now your sympathisers. Boldly attack all those conditions that formerly filled you with a nervous dread and a sensitive shame. Go to the booking office at your railway station. Select a time

when you notice that other passengers are in great request of tickets. Then, even if you do not want to book, ask the clerk what time the next train goes to London, or any other place; what time it will get there, and how many stops and changes you will have to make. Do not be afraid to let him see that you are determined to speak in a slow and deliberate manner. But be satisfied in your own mind that you can and will strive to draw his attention to that fact.

First and foremost in your mind must be, to let every one around you believe that you are a very careful speaker, and not a stammerer. If you succeed in doing this, and you are certain to do it if there is sufficient determination in you to try, you will feel so delighted with your success, that such golden opportunities for the testing of your courage and confidence, will in the future be sought after, and not avoided as before.

Remember that your speech organism is capable of doing all the things that fluent speakers' can do. That is already developed. Courage and confidence alone are necessary to put it into action.

If the pupil is of a sporting instinct, and takes an interest in watching athletic games, such as cricket and football, he should never lose an opportunity of attending to watch those games. I say WATCH, because I have myself been made to believe (by that able "Minute Philosopher," in his "Rationale

of Speech") that to play these games, to box, ride, and row, and to take an active part in all athletic exercises, was my only hope of ever building up sufficient physical and moral courage to enable me to successfully combat my difficulty. This advice I have again and again proved to be ridiculous. For many years I was in strict training for practically all our athletic sports, during which time I was also under treatment for my speech. In running, hurdling, boxing, skating, football and cricket, I took no mean part, and have appeared before the public in more than one encounter in several countries. During this time I came across dozens of fine young athletes who stammered equally as badly as myself. As regards riding being beneficial to the stammerer, I have ridden in my time perhaps thousands of miles over the prairies of the North-West Territory of Canada on bronchos that would occupy the whole attention of the most efficient cow-boy; yet my stammering remained with me, and I met scores of young ranchers who could scarcely speak a word without stammering.

A stammerer is so deeply engrossed and enthusiastic when participating in these encounters, that, for the time being, the mind's attention is diverted from the fear of stammering, and speech becomes quite normal. But as soon as this abnormal exercise is ended, a reaction sets in, and the nervous system, being at a high tension, influences the speech by its condition, with the result that he

finds himself worse than before. My advice to my pupils is, as I have already said, to WATCH these exciting battles. And this is how to watch. Go to your football match. Get amongst the most enthusiastic of the spectators. Watch the game with the grim determination that however exciting it may be, you will not be tempted to yield to the enthusiasm that influences the rest of the crowd. Watch the spectators. Note how they shout, groan, laugh and sigh at the slightest incident that occurs. Do not let this worry you. You are there to cultivate control under excitement. No doubt half-a-dozen of the spectators near you will shout in your ear, and attempt to get you to give your opinion on a certain incident in the game. Do so, but in such a cool and unconcerned manner, giving your whole attention to your speech, that you will forget it is a football match you are discussing. Should he become irritated, and inclined to be argumentative, give yourself every opportunity of profiting by his example. Let him talk loud, fast, and long, if he wishes. You observe him, and be determined that you will keep your mouth closed until he has exhausted himself. Your control and demeanour will most probably influence him to get more "waxey" and boisterous, but that must not affect your condition. You are there for the sole object of keeping cool under exciting and abnormal conditions. Do it well; and every time you repeat the experiment, you will feel the beneficial effects of such determination and training. There is nothing

so conducive to excitement as watching sport ; and the stammerer who can habitually mingle with a crowd of excited spectators, observing the exciting fluctuations of a game, and the spasmodic rising and falling of the emotions of perhaps thousands of others, without his own nerves becoming master of him, is cultivating a form of tranquillity that will be useful to him under similar conditions when speaking, and one that can certainly be better developed by the will power than by any physical exercise.

Perhaps our pupil is interested in theatre and music hall going. If so, so much to his advantage. In almost all the institutions where I have been under treatment, I have been forbidden to attend either sports or any place of amusement, on the ground that the excitement would aggravate my infirmity. Can anything be more ridiculous ? If my tutors had encouraged me to make a practice of visiting such places, and had instructed me to keep cool during the entertainment, and develop a restraint over my nervous system, I should have been better able to control myself when brought into touch with other exciting circumstances of every-day life.

My advice to pupils is—go to theatres, "at-homes," parties, and similar entertainments. Cultivate a cheerful spirit. WATCH the audience, observe how anxious and excitable it becomes over some dangerous act that perhaps has been performed a

thousand times before without the slightest mishap occurring. At its conclusion, see how it rises in a storm of uncontrollable admiration and wonderment, shouting itself hoarse, hand-clapping and arm-waving, until the place is in a state of pandemonium. If only a song is being well rendered, note how eager the crowd is to applaud, even before the last line is finished. But *you* must not do this. Whoever else can afford to do so, you cannot. You must "sit tight." Enjoy the various scenes to the best of your ability; but there must be no falling into a passion; no anticipation of either sorrowful or joyous frenzy. Your whole mind and body should be in a state of perfect harmony and composure; for so sure as you become in an excited condition under such circumstances, so sure will your speech be affected as a result.

RELAPSE.

How to avoid it.

The greatest care must be exercised at all times by our pupil, or he will slowly but surely drift back into that state from which he has, by dogged determination, uplifted himself. The means by which he has now attained control and fluency of speech, are the very same by which he must retain it. Do not

blame a method because the cure it effected only lasted several months. The method that, in a few weeks, can cure for several months is a good one; and it reflects no credit on the part of the pupil, if he unwittingly throws it over and becomes a slave to his former vices.

The cause of the relapse is chiefly through the pupil losing his grip on the advantage he has gained. Carelessness and indifference become rampant. He does not notice himself until some friend calls his attention to the fact that he is not speaking as well as he might do. He then becomes conscious of occasional stammering, as he did in childhood. The old fear and mental anguish return. He loses confidence, and will not attempt to speak unless compelled to. His moral courage again forsakes him; and in a short time he is practising the dodges that once before made his life so distasteful to him, and to others, so complex and undefinable. The only way to prevent this reaction, is, *never to relax your efforts*; to keep the will power constantly awake, and strong in the performance of its duty. You must remember that your lack of courage and control is, primarily, a natural one, and that a more reliable second nature must be steadfastly cultivated and nurtured to take its place. This second nature cannot be too soundly established. Since the older nature is so incompetent, the newer one must be made the foundation of your stability, and its strength and reliability must be infallible.

If determination in the exercise of a method is good enough to eradicate a life-long infirmity in the course of a few weeks, it should be good enough, if still persevered with, to prevent a second establishment of the affliction. I know that one may, by some injudicious act, contract a severe disease, and after being perfectly cured, would through the same error of judgment, be again stricken down with the malady. The stammerer must not make that mistake. He possesses a disposition favourable to the development of stammering, and he must exert all his endeavours to fight against any possible outbreak of this disorder. The regime herein laid down for his benefit, must at all times be strictly observed. He must be continually on his guard, or his old nature is certain to re-assert itself. His position is similar to that of a person predisposed to a pulmonary weakness, or some other condition liable to affect the general health of the individual. Careful and rational living, opposed to the development of these tendencies, may prevent the outbreak of disease, and perhaps so improve the constitution that no serious disturbance of the health is experienced; whereas, any imprudence would certainly aggravate the disorder and result in serious consequences.

The only possible way of preventing a relapse, is by guarding against it; and the pupil who exercises continual judgment and care in speaking, is certain to evade the consequences that would follow an indifferent and careless manner of speaking.

The best recipe for the avoidance of relapse is to be DETERMINED NOT TO DO SO. No vocal or articulating exercise can do one tenth for the cure of stammering that determination can do. Its acquirement and development will cure stammering and maintain the cure. Dispense with it, and you immediately relapse, in spite of the pains and patience you have taken in the practice of your other exercises, and the flexibility and development of the organs under attention.

CHILD STAMMERING.

Its Treatment.

The development of stammering and stuttering occurs during one of the most natural transitions of disposition and temperament that flesh is heir to; and in the face of this fact it is really marvellous that the speech of only five in every 1,000 of our population is marred by the change. It is during this transitionary period, in which childhood's simplicity and fearless innocence is swept away, that a life of self-consciousness and constraint reveals itself, to perturb the mind, and develop those baneful

influences and affectations, which will ever after affect its life and character to an intensity, severe in degree, according to the disposition and temperament it may possess.

The child first of all develops a highly nervous temperament. It becomes diffident and shy, and cannot be persuaded to speak at all, unless its face is hidden in the folds of its mother's embrace. Even then it can only cry out in broken and half-articulate utterance.

As it grows older, the impediment undergoes various transitions or changes. It then becomes conscious of its speech deficiency, either by comparing its defect with the speech of fluent speakers, or through the frequent comment and criticism of injudicious but perhaps well-meaning persons. Its state of mind becomes so agitated and confused when speaking in the presence of others, that a disharmony between that portion of the brain which dominates over speech, and the articulating organs, takes place.

The development of this disorder between mental and motive power, can have but one result,—the permanent disco-ordination of the parts concerned. The whole root of the defect is a mental influence, causing the mind's disciplinary faculties to lose their control over the articulating and respiratory organs; the child then becomes a confirmed stammerer. At this stage the habit becomes purely a mental one,

and most of the outward physical manifestations gradually disappear. Thus stammering results from a condition of the mind.

Stuttering is also influenced by a mental disorder, but less so than stammering; and is accompanied by less mental anguish, but more physical disturbance. Thus it becomes more easily remedial; but will, as stated elsewhere, develop into the deeper mental defect of stammering.

Should the child not develop the defect to the intensity described above, it will, unless carefully handled, grow up a habitual stutterer; or, if stammering is partially developed, a combined stammerer and stutterer.

I have yet to learn of one authority on speech defects, who has not emphatically and without reserve, attributed either a spasmodic action of the vocal organs, or a disturbance of the rhythmical movement of the organism, as the principal cause of both stammering and stuttering. My experience and investigation of the matter leads me to say, without the slightest fear of contradiction, that these outward manifestations are merely the symptoms of the defect. They are the consequences of the real and unseen causes; and any treatment to improve the vocal and respiratory functions, cannot be of the slightest benefit to the sufferer, unless the more obscure cause (the mind's lack of

discipline, which encourages these disturbances) is first of all exercised into a natural and normal condition.

What must be done to eradicate or check the progress of this extraordinary mental waywardness ? Let me here frame a few judicious remarks on what must, or must not be done. Never draw the child's attention to its infirmity. It is the result of a mental disturbance, and any allusion to the weakness will only aggravate it to a greater intensity. The child will have a supersensitive disposition, which will make it embarrassed and self-conscious of its nervous weakness when speaking. This disposition is natural to it. It may as it grows older, by careful handling, unconsciously develop a quieter and less irritable nature ; but this change will never take place if its peace of mind is constantly disturbed by the ridicule and criticism of injudicious observers, for the daily exercise of self-consciousness is certain to develop the affectation to its utmost intensity. Therefore, if your child is inclined to stammer, pretend not to take it very seriously, but at the same time carefully follow this advice. Get a nursery rhyme book, and ask the child to try and learn with you some of the most interesting rhymes contained therein. Do not let the child read alone, especially if there are others in the room who would cause it to feel uncomfortable. You must guide the child ; lead it with kindness, do not be too firm ; get it interested, and it will follow you.

Commence reading in a very slow and deliberate manner, and ask the child to read in concert with you ; the slower you can read, the better. Articulate every syllable separately, and stop several seconds at the end of every line. This will prevent the child from getting hurried and flurried. After a few nights of such practice, casually mention to the child, that you believe it can read slower and plainer than yourself ; you must do this to arouse its competitive spirit. Let it read slower than yourself, admit your defeat, and reward its efforts with some interesting little present. This will encourage the child, build up its confidence, and make it feel happy and comfortable. Probably by this time, it will know one or more of the rhymes off by heart. That is what you want. Challenge it to say a piece as correctly as yourself. You must make the first attempt, reading very slowly, and pausing deliberately at every punctuation ; then let the child make a similar attempt. Again reward it, and admit that you have been defeated.

Now the reason I have chosen rhymes for practice, is because you must get the child to practise a rhythmical manner of speaking, and this can be better exercised in rhyme than in prose. Do not attempt to correct its faulty speaking, until it has thoroughly mastered the lessons you are teaching. When this has been accomplished, your position will be a much easier one, as will the child's ; for should it falter or hesitate in asking or answering a

question, you must kindly remind it that it is because it does not speak in the same way as it reads. Never mention stammering to it. Always expound rhyme and rhythm, and get it to repeat after you, or with you, any badly articulated sentences that it may utter, always in the same rhymical manner as in rhyme.

This treatment is certain to be of incalculable benefit to it; and even if in some cases it does not actually cure, it will retard the development of the infirmity, until perhaps a change may occur in the child's disposition; and having become disposed of the old one, the timidity and self-consciousness will also probably disappear. Having outlined a judicious course to follow in the line of treatment, let me here quote an extract from an article in "Frazer's Magazine," July, 1859, entitled "The Irrationale of Speech," by a "Minute Philosopher." The article is signed C.K. There is abundance of evidence to show that the Author was none other than the late Canon Kingsley, who, as elsewhere stated, was a severe stammerer for over 40 years. The advice therefore, is from no mean authority on the subject.

"And here I say boldly, that the stupidity and cruelty with which stammering children are too often treated, is enough to rouse one's indignation. They are told 'you can help it if you like.' As if they knew how to help it, as if the very people who speak thus, could tell them how to help it. They are asked, 'why cannot you speak like other people?'

As if it were not torture enough to them already to see other people speaking as they cannot; to see the rest of the world walking smoothly along a road which they cannot find, and are laughed at for not finding; while those who walk so proudly along it, cannot tell them how they keep on it. They are even told, 'you do it on purpose.' As if anyone was dumb on purpose. 'You think it fine.' As if they were not writhing with shame every time they opened their mouths. All this begets in the stammerer a habit of secrecy, of feeling himself cut off from his kindred; of brooding over his own thoughts, of fancying himself under a mysterious curse, which sometimes (as I have known it do) tempts him to actual suicide; sometimes (as I have known it do) seems the possession of a demon. If it proceeded from an organic defect, a deformity, he could be patient. If he had a club foot, he would know that he could not dance. If he was blind, he would not expect to see. But when he knows that there is no deformity, that his organs are just as perfect as other people's, the very seeming causelessness of the malady, makes it utterly intolerable. Let all parents and masters, therefore, bear in mind (unless they wish to confirm an incipient stammerer) that the patient must be treated with especial kindness. He is almost certain to be of a sensitive and imaginative temperament; if so, he must not be excited or terrified. Otherwise, (but these are rarer cases) he is simply stupid; therefore he will require all

the more patient attention. But he must not at the outset be made painfully conscious of his own stammer. To do that, is to fix it upon his imagination, and therefore, by some strange inner reaction, on his nerves of volition. The more he expects to stammer, the more he will do so ; aye, he will foresee a long way off, the very word which he will not be able to pronounce this time, though the next time, perhaps, he will pronounce it easily ; and till he has been taught how to speak (which not one in ten thousand can teach him), it is better to draw his attention away from the whole matter, keep him quiet, make him speak slowly, and see if the evil habit will not die away naturally of itself, by mere converse with those who speak aright, as do a hundred temporary tricks of voice and gesture in boys and girls. But if after a year or two, the malady remains, (and it will hardly remain without becoming worse), the only remedy is a scientific cure. Meanwhile, anything like fear of bodily punishment, or even capriciousness in his teacher's temper and rules, will surely confirm the bad habit, if he is uncertain of the consequences of his own acts ; if he is tempted to concealment or falsehood by dread of pain ; if he is by any means kept in a state of terror, shame, or even anxiety—then his stammer will grow worse and worse as he grows older, and whatever may have been the physical causes which produced it at first, there will be moral causes enough to extend misuse to every vocal organ in succession."

SELECTIONS FOR PRACTICE.

The following speeches, recitations and other reading exercises, are added so that the pupil may practise them from the "Treatise," instead of having to seek similar pieces from another source. Thus, he can always carry his Treatise about with him, and have all his exercises contained under the one cover.

These practices have all been carefully selected, and the pupil will find that they are not only interesting, but have a swing about them that excites the enthusiasm, and creates a desire to keep on practising until he has thoroughly mastered every syllable and word that is contained in them. This is important, as unless the whole soul is continually stirred and the mind kept thoroughly employed on the subject, staleness is certain to develop. Never select dry and uninteresting passages for reading exercises.

The pieces are not numerous; space is too valuable to permit of any waste by the introduction of superfluous and unnecessary matter. (It is not intended that the pupil should be continually bound to such exercises.) There are quite sufficient to keep him in good practice until he is sufficiently advanced to extend his oral education to the more difficult task of conversation.

He should first commence with poetry, taking care to strictly observe the rules that are laid down for respiration, control and syllabication, viz. :— To inhale deeply at the commencement of every line, and afterwards to hold the breath under control several seconds before proceeding with the syllabic utterance of the words to follow. His rate of reading will depend upon the progress he has made.

Having completely mastered verse, he should practise speeches. He will find these more difficult. He must never lose sight of his commas, semi-colons, colons, and full stops. These are the places where the mind's tranquillity must be exercised. The silent time interval at these punctuations must be judiciously and religiously observed. The longer your pauses are at these grammatical signals, the more complete is your control. Never hurry over your lesson. Above all, take plenty of time to think, and if you think for several seconds at every punctuation, you will rarely, if ever stammer. The time thus occupied is entirely given to the cultivation of control. These few seconds are of incalculable value to you. Never forsake them. Whenever possible, read before your friends, or before as large an audience as you can gather together.

SUPPOSED SPEECH OF JOHN ADAMS ON THE DECLARATION OF INDEPENDENCE.

Delivered in Faneuil Hall, Boston, August 2nd, 1826.

Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote. It is true, indeed, that, in the beginning, we aimed not at independence. But there's a divinity which shapes our ends. The injustice of England has driven us to arms; and, blinded to her own interests, for our good, she has obstinately persisted, till independence is now within our grasp. We have but to reach forth for it, and it is ours. Why then should we defer the declaration? Is any man so weak as to now hope for a reconciliation with England? Are not you, Sir, who sit in that chair; is not he, our venerable colleague near you; are you not both already the proscribed and predestined objects of punishment and of vengeance? Cut off from all hope of royal clemency, what are you, what can you be, while the power of England remains, but outlaws? If we postpone independence, do we mean to carry on, or to give up the war? Do we mean to submit, and consent, that we ourselves shall be ground to powder, and our country and its rights trodden down in the dust? I know we do not mean to submit. We never shall submit. I

know there is not a man here, who would not rather see a general conflagration sweep over the land, or an earthquake sink it, than one jot or tittle of our plighted faith fall to the ground. The war, then, must go on. We must fight it through. And, if the war must go on, why put off longer the declaration of independence ? That measure will strengthen us, it will give us character abroad. If we fail it can be no worse for us. But we shall not fail. The cause will raise up armies ; the cause will create navies. The people, the people, if we are true to them, will carry us, and will carry themselves, gloriously through this struggle. I care not how fickle other people have been found. I know the people of these colonies; and I know that resistance to British aggression is deep and settled within their hearts, and cannot be eradicated.

Every colony, indeed, has expressed its willingness to follow, if we but take the lead. Sir, the declaration will inspire the people with increased courage. Instead of a long and bloody war, for the restoration of privileges, for redress of grievances, for chartered immunities, held under a British King, set before them the glorious object of entire independence, and it will breathe into them anew, the breath of life. Read this declaration at the head of the army ; let them hear it, who heard the first roar of the enemy's cannon, and who saw their brothers and sons fall on the field of Bunker Hill, and in the streets of Lexington and Concord—and the very walls will cry out in its support. Sir, I

know the uncertainty of human affairs; but I see, I see clearly through this day's business. You and I, indeed, may rue it. We may not live to see the time when this declaration shall be made good. We may die, die colonists; die slaves; die it may be, ignominiously and on the scaffold. Be it so. Be it so.

If it be the pleasure of heaven, that my country shall require the poor offering of my life, the victim shall be ready at the appointed hour of sacrifice, come when that hour may. But while I do live, let me have a country, or at least the hope of a country, and that a free country. But whatever may be our fate, be assured, be assured, that this declaration will stand. It may cost treasure, and it may cost blood; but it will stand, and will richly compensate for both. Through the thick gloom of the present, I see the brightness of the future, as the sun in heaven. We shall make this a glorious, an immortal day. When we are in our graves, our children will honour it. They will celebrate it with thanksgiving, with festivity, with bonfires and illuminations. Sir, before God, I believe the hour is come. My judgment approves this measure, and my whole heart is in it. All that I have, and all that I am, and all that I hope for in this life, I am now ready to stake upon it; and I leave off as I began, that, live or die, survive or perish, I am for the declaration. It is my living sentiment, and by the blessing of God, it shall be my dying sentiment:—independence now, independence for ever.

IN REPROOF OF PITT.

Sir, I was unwilling to interrupt the course of this debate, while it was carried on with calmness and decency, by men who do not suffer the ardour of opposition to cloud their reason, or transport them to such expressions as the dignity of this assembly does not admit. I have hitherto deferred answering the gentleman, who declaimed against the bill with such fluency and rhetoric, and such vehemence of gesture; who charged the advocates for the expedients now proposed, with having no regard to any interest but their own, and with making laws only to consume paper, and threatened them with the defection of their adherents, and the loss of their influence, upon this new discovery of their folly and ignorance. Nor, sir, do I now answer him for any other purpose, than to remind him how little the clamour of rage and petulancy of invective contribute to the end for which this assembly is called together; how little the discovery of truth is promoted, and the security of the nation established, by pompous diction and theatrical emotion.

Formidable sounds and furious declamation, confident assertions and lofty periods, may affect the young and inexperienced; and perhaps the gentleman may have contracted his habits of oratory by conversing more with those of his own age, than with such as have more opportunities of acquiring knowledge, and more successful measures of communicating their sentiments.

If the heat of his temper, sir, would suffer him to attend to those whose age and long acquaintance with business give them an indisputable right to deference and superiority, he would learn in time to reason rather than declaim; and to prefer justness of argument and an accurate knowledge of facts, to sounding epithets and splendid superlatives, which may disturb the imagination for a moment, but leave no lasting impression on the mind. He would learn, sir, that to accuse and prove are very different; and that reproaches, unsupported by evidence, affect only the character of him that utters them. Excursions of fancy and flights of oratory are indeed pardonable in young men, but in no other; and it would surely contribute more, even to the purpose for which some gentlemen appear to speak (that of depreciating the conduct of administration), to prove the inconveniences and injustice of this bill, than barely to assert them, with whatever magnificence of language, or appearance of zeal, honesty, or compassion.

Horace Walpole.

REPLY.

SIR, The atrocious crime of being a young man, which the honourable gentleman has with such spirit and decency charged upon me, I shall neither attempt to palliate nor deny; but content myself with wishing that I may be one of those whose follies may cease with their youth, and not of those who continue ignorant in spite of age and experience.

Whether youth can be attributed to any man as a reproach, I will not, sir, assume the province of determining; but surely age may justly become contemptible, if the opportunities which it brings have passed away without improvement, and vice appear to prevail when the passions have subsided. The wretch, who, after having seen the consequences of a thousand errors, continues still to blunder, and in whom age has only added obstinacy to stupidity, is surely the object either of abhorrence or contempt, and deserves not that his grey head should secure him from insults. Much more, sir, is he to be abhorred, who, as he has advanced in age, has receded from virtue, and become more wicked with less temptation—who prostitutes himself for money which he cannot enjoy, and spends the remains of his life in the ruin of his country.

But youth, sir, is not my only crime: I have been accused of acting a theatrical part. A theatrical part may either imply some peculiarities of gesture, or a dissimulation of my real sentiments, and the adoption of the opinions and language of another man.

In the first sense, sir, the charge is too trifling to be confuted, and deserves only to be mentioned that it may be despised. I am at liberty, like every other man, to use my own language; and, though I may perhaps have some ambition to please this gentleman, I shall not lay myself under any restraint, nor very solicitously copy his diction or his mien, however matured by age or modelled by experience.

But if any man shall, by charging me with theatrical behaviour, imply that I utter any sentiments but my own, I shall treat him as a calumniator and a villain; nor shall any protection shelter him from the treatment which he deserves. I shall, on such an occasion, without scruple, trample upon all those forms with which wealth and dignity intrench themselves, nor shall anything but age restrain my resentment; age, which always brings with it one privilege, that of being insolent and supercilious without punishment.

But with regard, sir, to those whom I have offended, I am of opinion, that if I HAD acted a borrowed part, I should have avoided their censure; the heat which offended them is the ardour of conviction, and that zeal for the service of my country, which neither hope nor fear shall influence me to suppress. I will not sit unconcerned while my liberty is invaded, nor look in silence upon public robbery. I will exert my endeavours, at whatever hazard, to repel the aggressor and drag the thief to justice, whoever may protect him in his villany, and whoever may partake of his plunder.

PITT, afterwards LORD CHATHAM.

ON THE AMERICAN WAR.

I cannot, my Lords, I will not, join in congratulation on misfortune and disgrace. This, my Lords, is a perilous and tremendous moment. It is not a time for adulation: the smoothness of flattery cannot save us in this rugged and awful crisis. It is now necessary to instruct the throne in the language of truth. We must, if possible, dispel the delusion and darkness which envelop it; and display, in its full danger and genuine colours, the ruin which is brought to our doors. Can ministers still presume to expect support in their infatuation? Can parliament be so dead to its dignity and duty, as to give their support to measures thus obtruded and forced upon them? Measures, my Lords, which have reduced this late flourishing empire to scorn and contempt! "But yesterday, and Britain might have stood against the world; now, none so poor as to do her reverence:"—The people, whom we at first despised as rebels, but whom we now acknowledge as enemies, are abetted against us, supplied with every military store, have their interest consulted, and their ambassadors entertained by our inveterate enemy—and ministers do not, and dare not, interpose with dignity or effect. The desperate state of our army abroad is in part known. No man more highly esteems and honours the British troops than I do; I know their virtues and their valour; I know they can achieve anything but impossibilities; and I know that the conquest of British America is an impossibility. You cannot, my Lords, you cannot conquer America. What is your present situation there? We do not know the WORST; but we know that in three campaigns we have done nothing, and suffered much. You may swell every expense, accumulate every assistance, and extend your traffic to the shambles of every German despot; your attempts will be for ever vain

and impotent—doubly so, indeed, from this mercenary aid on which you rely ; for it irritates, to an incurable resentment, the minds of your adversaries, to overrun them with the mercenary sons of rapine and plunder, devoting them and their possessions to the rapacity of hireling cruelty. If I were an American, as I am an Englishman, while a foreign troop was landed in my country, I never would lay down my arms ;—Never, never, never !

But, my Lords, who is the man, that, in addition to the disgraces and mischiefs of the war, has dared to authorise and associate to our arms the tomahawk and scalping-knife of the savage ? to call into civilized alliance the wild and inhuman inhabitant of the woods ?—to delegate to the merciless Indian the defence of disputed rights, and to wage the horrors of his barbarous war against our brethren ? My Lords, these enormities cry aloud for redress and punishment. But, my Lords, this barbarous measure has been defended, not only on the principles of policy and necessity, but also on those of morality : " for it is perfectly allowable " says Lord Suffolk, " to use all the means which God and nature have put into our hands." I am astonished, I am shocked, to hear such principles confessed ; to hear them avowed in this house, or in this country. My Lords, I did not intend to encroach so much on your attention, but I cannot repress my indignation—I feel myself impelled to speak. My Lords, we are called upon as members of this house, as men, as Christians, to protest against such horrible barbarity !—" That God and nature have put into our hands "! What ideas of God and nature that noble lord may entertain, I know not ; but I know, that such detestable principles are equally abhorrent to religion and humanity. What ! to attribute the sacred sanction of God and nature to the massacres of the Indian scalping knife ! to the cannibal savage, torturing, murdering, devouring, drinking the blood of his mangled victims ! Such notions shock every precept of morality, every feeling of humanity, every sentiment of honour. These abominable principles, and this more abominable avowal of them, demand the most decisive indignation.

I call upon that right reverend, and this most learned bench, to vindicate the religion of their God, to support the justice of their country. I call upon the Bishops, to interpose the unsullied sanctity of their lawn—upon the Judges, to interpose the purity of their ermine, to save us from this pollution. I call upon the honour of your Lordships, to

reverence the dignity of your ancestors, and to maintain your own. I call upon the spirit and humanity of my country, to vindicate the national character. I invoke the GENIUS OF THE CONSTITUTION. From the tapestry that adorns these walls, the immortal ancestor of this noble Lord frowns with indignation at the disgrace of his country. In vain did he defend the liberty, and establish the religion of Britain, against the tyranny of Rome, if these worse than Popish cruelties, and inquisitorial practices, are endured among us. To send forth the merciless cannibal, thirsting for blood! against whom?—your Protestant brethren!—to lay waste their country, to desolate their dwellings, and extirpate their race and name by the aid and instrumentality of these HORRIBLE HOUNDS OF WAR. Spain can no longer boast pre-eminence in barbarity. She armed herself with bloodhounds to extirpate the wretched natives of Mexico; we, more ruthless, loose these dogs of war against our countrymen in America, endeared to us by every tie that can sanctify humanity. I solemnly call upon your Lordships, and upon every order of men in the state, to stamp upon this infamous procedure, the indelible stigma of the public abhorrence. More particularly, I call upon the holy prelates of our religion, to do away this iniquity; let them perform a lustration, to purify our country from this deep and deadly sin. My Lords, I am old and weak, and at present unable to say more: but my feelings and indignation were too strong to have said less. I could not have slept this night in my bed, nor even reposed my head upon my pillow, without giving vent to my eternal abhorrence of such enormous and preposterous principles. CHATHAM.

TACT AND TALENT.

Talent is something, but tact is everything. Talent is serious sober, grave and respectable; tact is all that, and more, too. It is not a sixth sense, but it is the life of all the five. It is the open eye, the quick ear, the judging taste, the keen smell, and the lively touch. It is the interpreter of all riddles, the surmounter of all difficulties, the remover of all obstacles. It is useful in all places and at all times; it is useful in solitude, for it shows a man his way into the world; it is useful in society, for it shows him his way through the world. Talent is power, tact is skill: talent is weight, tact is momentum; talent knows what to do, tact knows how to do it. Talent makes a man respectable, tact will make him respected; talent is wealth, tact is ready money.

For all the practical purposes of life, tact carries it against talent, ten to one. Take them to the theatre, and put them against each other on the stage, and talent shall produce you a tragedy, that will scarcely live long enough to be condemned, while tact keeps the house in a roar, night after night, with its successful farces. There is no want of dramatic talent, there is no want of dramatic tact; but they are seldom together; so we have successful pieces which are not respectable, and respectable pieces which are not successful. Take them to the bar, and let them shake their learned curls at each other in legal rivalry. Talent sees its way clearly, but tact is first at its journey's end. Talent has many a compliment from the bench, but tact touches fees from attorneys and clients. Talent speaks learnedly and logically, tact triumphantly. Talent makes the world wonder that it gets on no faster, tact excites astonishment that it gets on so fast.

And the secret is, that tact has no weight to carry; it makes no false steps; it hits the right nail on the head; it loses no time, it takes all hints, and, by keeping its eye on the weather-cock, is ready to take advantage of every wind that blows. Take them into the church. Talent has always something worth hearing, tact is sure of abundance of hearers. Talent may obtain a living, tact will make one. Talent gets a good name, tact a great one; talent convinces, tact converts; talent is an honour to the profession, tact gains honour from the profession. Take them to court. Talent feels its weight, tact finds its way; talent commands, tact is obeyed; talent is honoured with approbation, and tact is blessed by preferment.

Place them in the senate. Talent has the ear of the house, but tact wins its heart and has its votes. Talent is fit for employment, but tact is fitted for it. Tact has a knack of slipping into place, with a sweet silence and glibness of movement, as a billiard ball insinuates itself into the pocket. It seems to know everything without learning anything. It has served an invisible and extemporary apprenticeship; it wants no drilling; it never ranks in the awkward squad; it has no left hand, no deaf ear, no blind side. It puts on no looks of wondrous wisdom, it has no air of profundity, but plays with the details of place as dexterously as a well-taught hand flourishes over the keys of the pianoforte. It has all the air of commonplace, and all the force and power of genius.

LONDON ATLAS.

THE STUTTERER'S AFFLICTION.

Come, I will show thee an affliction unnumbered among the world's sorrows,
Yet real and wearisome and constant, embittering the cup of life.
There be who can think within themselves, and the fire burneth at their hearts,
And eloquence waiteth at their lips, yet they speak not with their tongue.
There be whom zeal quickeneth, or slander stirreth to reply,
Or need constraineth to ask, or pity sendeth as her messengers,
But nervous dread and sensitive shame freeze the current of their speech;
The mouth is sealed as with lead, a cold weight presseth on the heart,
The mocking promise of power is once more broken in performance,
And they stand impotent of words, travailing with unborn thoughts;
Courage is cowed at the portal, wisdom is widowed of utterance;
He that went to comfort is pitied, he that should rebuke is silent,
And fools, who might listen and learn, stand by to look and laugh;
While friends, with kinder eyes, wounded deeper by compassion;
And thought, finding not a vent, smoldereth, gnawing at the heart,
And the man sinketh in his sphere for lack of empty sounds.
There may be cares and sorrows thou hast not yet considered,
And well may thy soul rejoice in the fair privilege of speech;
For at every turn to want a word—thou canst not guess that want;
It is a lack of breath or bread, life hath no grief more galling.

M. F. Tupper.

THE STUTTERER'S COMPLAINT.

Ah! Think it not a slight calamity
To be denied free converse with my kind,
To be debarred from man's true attribute—
The proper, glorious privilege of speech.
Hast ever seen an eagle chain'd to earth?
A restless panther in his cage immured?
A swift trout by the wily fisher checked?
A wild bird hopeless strain its broken wing?
Hast ever felt, at the dark dead of night,
Some undefined and horrid incubus
Press down thy very soul, and paralyze
The limbs in their imaginary flight
From shadowy terrors in unhallowed sleep?
Hast ever known the sudden, icy chill
Of dreary disappointment, as it dashes
The sweet cup of anticipated bliss
From the parched lips of long-enduring hope?

Then thou canst picture—aye, in sober truth,
In real, unexaggerated truth—
The constant, galling, festering chain that binds
Captive the mute interpreter of thought—
The seal of lead enstamp'd upon my lips—
The load of iron on my labouring chest—
The mocking demon that at every step
Haunts me, and spurs me on to burst with silence!
Oh! 'tis a sore affliction to restrain,
From mere necessity, the glowing thought;
To feel the fluent cataract of speech
Check'd by some wintry spell, and frozen up,
Just as it's leaping from the precipice;
To be the butt of wordy, captious fools,
And see the sneering, self-complacent smile
Of victory on their lips, when I might prove
(But for some little word I dare not utter)
That innate truth is not a specious lie;
To hear foul slander blast an honour'd name,
Yet breathe no fact to drive the fiend away;
To mark neglected virtue in the dust,
Yet have no word to pity or console;
To feel just indignation swell my breast,

Yet know the fountain of my wrath is sealed ;
To see my fellow-mortals hurrying on
Down the steep cliff of crime, down to perdition,
Yet have no voice to warn—no voice to win !
'Tis to be mortified in every point,
Baffled at every turn of life, for want
Of that most common privilege of man,
The merest drug of gorged society—
Words—windy words.
And is it not in truth
A poison'd sting in every social joy—
A thorn that rankles in the writhing flesh—
A drop of gall in each domestic sweet—
An irritating petty misery—
That I can never look on one I love,
And speak the fulness of my burning thoughts ?
That I can never with unmingled joy
Meet a long-loved and long-expected friend,
Because I feel, but cannot vent my feelings—
Because I know I ought but must not speak—
Because I mark his quiet impatient eye,
Striving in kindness to anticipate
The word of welcome, strangled in its birth !
Is it not sorrow, while I truly love
Sweet social converse, to be forced to shun
The happy circle, from a nervous sense,
An agonizing poignant consciousness,
That I must stand aloof, nor mingle with
The wise and good in rational argument,
The young in brilliant quickness of reply,
Friendship's ingenuous interchange of mind,
Affection's open-hearted sympathies,
But feel myself an isolated being,
A very wilderness of widow'd thought !
Aye, 'tis a bitter thing—and not less bitter
Because it is not reckoned in the ills,
" The thousand natural shocks that flesh is heir to."
Yet the full ocean is but countless drops,
And misery is an aggregate of tears ;
And life, replete with small annoyances,
Is but one long, protracted scene of sorrow.

I scarce would wonder if a godless man
(I name not him whose hope is heavenward),
A man, whom lying vanities hath scath'd
And harden'd from all fear—if such a one

By this tyrannical Argus goaded on
Were to be weary of his very life,
And daily, hourly, foiled in social converse,
By the slow simmering of disappointment
Become a sour'd and apathetic being,
Were to feel rapture at the approach of death,
And long for his dark hope—annihilation.

M. F. TUPPER.

THE GAMBLER'S WIFE.

Dark is the night! how dark! no light! no fire!
Cold, on the hearth, the last faint sparks expire!
Shivering she watches by the cradle side,
For him who pledged her love—last year a bride!

"Hark! 'tis his footstep! No—'tis past: 'tis gone:
Tick!—Tick!—How wearily the time crawls on!
Why should he leave me thus? He once was kind!
And I believed 'twould last—how mad!—how blind!

"Rest thee, my babe!—Rest on!—'Tis hunger's cry!
Sleep!—for there is no food! the fount is dry!
Famine and cold their wearying work have done,
My heart must break!—And thou!" The clock strikes one.

"Hush! 'tis the dice-box! Yes, he's there, he's there,
For this! for this he leaves me to despair!
Leaves love! leaves truth! his wife! his child! for what?
The wanton's smile—the villain—and the sot!

"Yet I'll not curse him! No! 'tis all in vain!
'Tis long to wait, but sure he'll come again!
And I could starve and bless him, but for you,
My child!—his child!—Oh fiend!" The clock strikes two.

"Hark! how the sign-board creaks! The blast howls by!
Moan! moan! A dirge swells through the cloudy sky!
Ha! 'tis his knock! he comes!—he comes once more!
'Tis but the lattice flaps! Thy hope is o'er.

"Can he desert me thus? He knows I stay
Night after night in loneliness to pray
For his return—and yet he sees no tear!
No! no! it cannot be. He will be here.

"Nestle more closely, dear one, to my heart!
Thou'rt cold! thou'rt freezing! But we will not part.
Husband!—I die!—Father!—It is not he!
Oh God! protect my child!" The clock strikes three!

They're gone ! they're gone ! the glimmering spark hath fled,
The wife and child are number'd with the dead !
On the cold hearth, out-stretch'd in solemn rest,
The child lies frozen on its mother's breast !
The gambler came at last—but all was o'er—
Dead silence reign'd around—The clock struck four !

COATES.

THE BURIAL OF SIR JOHN MOORE.

Not a drum was heard, not a funeral note,
As his corse to the rampart we hurried ;
Not a soldier discharged his farewell shot,
O'er the grave where our hero we buried.

We buried him darkly, at dead of night,
The sods with our bayonets turning,
By the struggling moonbeam's misty light,
And the lantern dimly burning.

No useless coffin enclosed his breast,
Nor in sheet nor in shroud we bound him ;
But he lay like a warrior taking his rest,
With his martial cloak around him.

Few, and short, were the prayers we said,
And we spoke not a word in sorrow,
But we steadfastly gazed on the face that was dead,
And we bitterly thought of the morrow.

We thought, as we hollow'd his narrow bed,
And smooth'd down his lonely pillow,
That the foe and the stranger would tread o'er his head,
And we far away on the billow.

Lightly they'll talk of the spirit that's gone,
And o'er his cold ashes upbraid him,
But nothing he'll reck, if they'll let him sleep on,
In the grave where a Briton has laid him.

But half of our heavy task was done,
When the clock toll'd the hour for retiring,
And we heard the distant and random gun,
That the foe was sullenly firing.

Slowly and sadly we laid him down,
From the field of his fame fresh and gory ;
We carved not a line, we raised not a stone,
But we left him alone in his glory.

WOLFE.

PARRHASIUS.

Parrhasius, a painter of Athens, amongst those Olynthian captives Philip of Macedon brought home to sell, bought one very old man; and, when he had him at his house, put him to death with extreme torture and torment, the better, by his example, to express the pains and passions of his Prometheus, whom he was then about to paint.

"Bring me the captive now!
My hand feels skilful, and the shadows lift
From my waked spirit airily and swift:
And I could paint the bow
Upon the bended heavens, around me play
Colors of such divinity to-day.

Ha! bind him on his back!
Look! as Prometheus in my picture here—
Quick—or he faints!—stand with the cordial near!
Now bend him to the rack!
Press down the poisoned links into his flesh!
And tear agape that healing wound afresh!

So—let him writhe! How long
Will he live thus? Quick, my good pencil now:
What a fine agony works upon his brow!
Ha! grey-haired, and so strong!
How fearfully he stifles that short moan!
Gods! if I could but paint a dying groan!

Pity thee! So I do!
I pity the dumb victim at the altar;
But does the robed priest for his pity falter?
I'd rack thee, though I knew
A thousand lives were perishing in thine:
What were ten thousand to a fame like mine?

For there's a deathless name—
A spirit that the smothering vault shall spurn,
And, like a steadfast planet, mount and burn;
And though its crown of flame
Consumed my brain to ashes as it won me,
By all the fiery stars! I'd pluck it on me.

Ay, though it bid me rifle
My heart's last fount for its insatiate thirst;
Though every life-strung nerve be maddened first
Though it should bid me stifle
The yearning in my throat for my sweet child,
And taunt its mother till my brain went wild;—

All, I would do it all,
Sooner than die, like a dull worm to rot;
Thrust foully in the earth to be forgot.
O heavens! but I appal
Your heart, old man! forgive!—Ha! on your lives,
Let him not faint!—rack him till he revives!

Vain, vain; give o'er! His eye
Glazes apace. He does not feel you now—
Stand back! I'll paint the death-dew on his brow.
Gods! if he do not die
But for one moment—one—till I eclipse
Conception with the scorn of those calm lips;

Shivering! Hark! he mutters
Brokenly now—that was a difficult breath—
Another? Wilt thou never come, oh Death?
Look! how his temple flutters!
Is his heart still? Aha! lift up his head!
He shudders—gasps—Jove help him—so—he's dead."

WILLIS.

THE UNFORTUNATE

FROM HOOD'S "BRIDGE OF SIGHS."

One more Unfortunate,
Weary of breath,
Rashly importunate,
Gone to her death;
Take her up tenderly,
Lift her with care,
Fashioned so slenderly,
Young, and so fair.

Look at her garments,
Clinging like cerements;
Whilst the wave constantly
Drips from her clothing;
Take her up instantly,
Loving not loathing.

Touch her not scornfully;
Think of her mournfully,
Gently and humanly;
Not of the stains of her;
All that remains of her;
Now is pure womanly.

Make no deep scrutiny
Into her mutiny
Rash and undutiful ;
Past all dishonour,
Death has left on her
Only the beautiful.

Still, for all slips of hers,
One of Eve's family,
Wipe those poor lips of hers,
Oozing so clammily.

Loop up her tresses,
Escaped from the comb,
Her fair auburn tresses,
Whilst wonderment guesses
Where was her home ?

Who was her father ?
Who was her mother ?
Had she a sister ?
Had she a brother ?
Or was there a nearer one
Still and a dearer one
Yet than all other ?

Alas for the rarity
Of Christian charity
Under the sun !
Oh ! it was pitiful,
Near a whole city full,
Home had she none !

Sisterly, brotherly,
Fatherly, motherly
Feelings had changed ;
Love, by harsh evidence
Thrown from its eminence,
Even God's providence
Seeming estranged.

Where the lamps quiver
So far in the river,
With many a light
From window and casement,
From garret to basement,
She stood with amazement,
Houseless by night.

The bleak wind of March
Made her tremble and shiver,
But not the dark arch
Or the black flowing river.

Mad from life's history,
Glad to death's mystery
Swift to be hurl'd,
Anywhere, anywhere
Out of the world!

In she plunged boldly,
No matter how coldly
The rough river ran;
Over the brink of it,
Picture it—think of it,
Dissolute man!
Lave in it—drink of it
Then if you can.

Take her up tenderly,
Lift her with care,
Fashioned so slenderly,
Young, and so fair.

Ere her limbs frigidly
Stiffen too rigidly,
Decently, kindly,
Smooth and compose them;
And her eyes close them,
Staring so blindly!

Dreadfully staring
Through muddy impurity,
As when with the daring,
Last look of despairing,
Fixed on futurity.

Perishing gloomily,
Spurred by contumely,
Cold inhumanity,
Burning insanity,
Into her rest;
Cross her hands humbly,
As if praying dumbly,
Over her breast!

Owning her weakness,
Her evil behaviour,
And leaving with meekness
Her sins to her Saviour.



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